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Bakalářská práce

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Errors in the use of articles in Czech advanced learner English

Chyby v užívání členů v pokročilé žákovské angličtině českých studentů

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Poděkování

Ráda bych poděkovala vedoucímu své bakalářské práce, PhDr. Tomáši Gráfovi PhD., za jeho nesmírnou ochotu, trpělivost, cenné rady a vždy pozitivní přístup.

Prohlášení

Prohlašuji, že jsem bakalářskou práci vypracovala samostatně, že jsem řádně citovala všechny použité prameny a literaturu a že práce nebyla využita v rámci jiného vysokoškolského studia či k získání jiného nebo stejného titulu.

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Abstract

The thesis analyses errors in the use of articles in advanced learner English and the aim is to determine the type of nominal reference which is the most problematic to L1 Czech speakers. The first part deals with the classification of article and reference types. The research draws its data from the learner corpus LINDSEI_CZ, which consists of 50 15-minute interviews, the speakers of which demonstrated quite a wide span of proficiency levels. The 265 errors found in the corpus were tagged and subsequently categorized according to the forms of the articles and types of reference. The research revealed that the most error-prone area of nominal reference is the non-generic, indefinite type. The majority of the errors consisted in the complete omission of the article, a feature which may be assigned to L1 transfer. However, another problematic area was revealed to be connected to the generic reference, in the case of which the tendency of the speakers was to overuse the definite article. These results may serve as a starting point for further research, which would provide answers to the questions this study could not answer, and, perhaps, offer more pedagogical implications.

Keywords: learner language, spoken language, error analysis, articles, reference

Abstrakt

Bakalářská práce analyzuje chyby v užití členů v pokročilé žákovské angličtině. Jejím cílem je určit, který typ nominální reference působí českým žákům největší problémy. První část práce se zabývá klasifikací členů a typů reference. Výzkum čerpá data ze žákovského korpusu LINDSEI_CZ, který se skládá z padesáti patnáctiminutových rozhovorů, ve kterých byla škála jazykových urovní jednotlivých studentů překvapivě široká. V korpusu bylo nalezeno 265 chyb v užití členů, ty byly označovány a následně kategorizovány a rozděleny dle typu členu a reference. Výzkum ukázal, že nejproblematictější oblastí je negenerická, neurčitá reference. Většina chyb byla založena na úplném vypuštění členu, zřejmě vlivem transferu z češtiny. Dalším typem reference, který působí studentům problémy, je reference generická, avšak v případě takové chyby šlo nejčastěji o nadužití určitého členu. Výsledky práce by měly sloužit jako východisko pro další výzkum, jenž by přinesl odpovědi na otázky, které tato práce nemohla zodpovědět, společně s dalšími pedagogickými implikacemi.

Klíčová slova: žákovský jazyk, mluvený jazyk, chybová analýza, členy, reference

Table of contents

List of tables.....	4
List of figures	4
List of abbreviations	4
1. Introduction	5
2. The English Article System	6
2.1. Specific reference	6
2.1.1. Definite article	6
2.1.1.1. Situational reference	7
2.1.1.1.1. Immediate situation	7
2.1.1.1.2. Larger situation	7
2.1.1.2. Anaphoric reference	7
2.1.1.2.1. Anaphoric reference – direct	8
2.1.1.2.2. Anaphoric reference – indirect	8
2.1.1.3. Cataphoric reference.....	8
2.1.1.4. Sporadic reference.....	9
2.1.1.5. Logical reference.....	9
2.1.1.6. Reference to body parts	9
2.1.2. Indefinite article.....	9
2.1.2.1. Non-referring uses.....	10
2.1.2.2. Substitution for <i>one</i>	10
2.1.3. Zero article.....	10
2.1.3.1. Noun phrases in copular relation	11
2.1.3.2. Sporadic reference.....	11
2.1.3.2.1. Institutions.....	11
2.1.3.2.2. Means of transport/communication, times of the day, seasons.....	12
2.1.3.2.3. Meals and illnesses	12
2.1.3.3. Parallel structures	12
2.1.3.4. Fixed phrases	12
2.2. Generic reference.....	13
2.2.1. Indefinite article.....	13
2.2.2. Zero article.....	13
2.2.3. Definite article	13
2.2.3.1. Singular noun phrases	13
2.2.3.2. Plural noun phrases	14
2.2.4. Abstract noncount nouns	14
2.3. Proper nouns.....	15
2.3.1. Proper nouns behaving as common nouns	15
2.3.2. Names with no article.....	16
2.3.3. Names with the definite article	16
3. Research in article acquisition.....	17
4. Data and methodology	19
4.1. LINDSEI	19
4.1.1. LINDSEI_CZ.....	20
4.1.1.1. Error tagging	21
4.2. Method of research	21
5. Results.....	21
5.1. Quantitative analysis.....	21
5.2. Error analysis.....	23

5.2.1. Specific reference.....	23
5.2.1.1. Definite article	23
5.2.1.1.1. Situational reference	24
5.2.1.1.2. Anaphoric reference – direct.....	25
5.2.1.1.3. Anaphoric reference – indirect.....	25
5.2.1.1.4. Cataphoric reference.....	26
5.2.1.1.5. Sporadic reference	26
5.2.1.1.6. Logical reference	27
5.2.1.1.7. Reference to body parts	27
5.2.1.2. Indefinite article	27
5.2.1.2.1. Specific reference	28
5.2.1.2.2. Complement function	28
5.2.1.2.3. Non-specific reference.....	29
5.2.1.2.4. Substitution for one	29
5.2.1.2.5. Other	30
5.2.1.3. Zero article.....	30
5.2.1.3.1. Sporadic reference	30
5.2.1.3.2. Plural nouns.....	31
5.2.2. Generic reference	31
5.2.2.1. Indefinite article	32
5.2.2.2. Definite article	32
5.2.2.3. Zero article.....	32
5.2.3. Proper nouns	33
5.2.4. Other.....	33
5.2.4.1. Articles used in place of a different determiner.....	33
5.2.4.2. Articles used without a noun phrase	34
6. Limitations	34
7. Discussion	35
8. Conclusion	38
References	39
Resumé	41
Appendix 1	44
#	44

List of tables

Table 1 - LINDSEI_CZ metadata.....	19
Table 2 - Absolute and relative frequencies of each type of error	21
Table 3 - Numbers of errors in specific reference	22
Table 4 - Number of errors committed in the subtypes of specific, definite reference	22
Table 5 - Numbers of errors in specific, indefinite reference with the indefinite article	27
Table 6 - Numbers of errors in the zero article in specific reference	29
Table 7 - Numbers of errors committed with nouns in the generic reference.....	31

List of figures

Figure 1 - All the types of errors in the use of articles and the number of their occurrences ..	21
Figure 2 - Absolute count of errors the speakers committed and their level of proficiency....	34
Figure 3 - Absolute frequencies of errors in all the types of reference analysed	35

List of abbreviations

CGEL	A Comprehensive Grammar of the English Language
EMSA	Elektronická mluvnice současné angličtiny na pozadí češtiny
ESL	English as a second language
ICLE	International Corpus of Learner English
L1	First language
L2	Second language
LGSWE	Longman Grammar of Spoken and Written English
LINDSEI	Louvain International Database of Spoken English Interlanguage
LOCNEC	Louvain Corpus of Native English Conversation
SLA	Second language acquisition

1. Introduction

Learner language is an important field of study, as the analysis of learners' errors can have great implications for language teaching; it facilitates the identification of particularly problematic areas of grammar, pronunciation, spelling etc. For Czech speakers, one of the most error-prone features of the English language is the article system. The reason is that Czech language does not express the category of definiteness with articles but rather through syntax or lexical means. Therefore, many errors of this nature can be found even in the language of very advanced learners.

The aim of this thesis is an analysis of the errors in the use of articles in Czech advanced English and the subsequent identification of the particular references which the learners find most difficult. The data for the analysis were drawn from the error-tagged Czech subcorpus of LINDSEI (*Louvain International Database of Spoken English Interlanguage*). The theoretical part of the thesis describes the English article system and types of reference. The classification is based mainly on *A Comprehensive Grammar of the English Language* (Quirk et al., 1985), hereinafter referred to as CGEL, accompanied by *Mluvnice současné angličtiny na pozadí češtiny* (Dušková et al., 2009), hereinafter referred to as EMSA, and *Longman Grammar of Spoken and Written English* (Biber et al., 1999), further referred to as LGSWE. The next chapter briefly deals with and summarizes prior research in the use and the errors in the use of articles of learners with English as second language. The practical part includes a description of the methodology and material used for the analysis, as well as the analysis itself. In the research part, the individual instances of erroneous usage of articles are divided into categories according to the type of reference and thus it reveals which type causes most problems for Czech speakers in English language acquisition.

2. The English Article System

The relation between noun phrases and the linguistic or situational context they refer to is examined by the grammatical category of definiteness. The particular reference the noun phrases have (i.e. the nature of its denotation – whether it is of general nature or denoting a single specific subject) depends on the determinative element (CGEL, 253). Determiners occur before the head noun of a noun phrase. The English articles belong to the category of determiners; more specifically, together with demonstrative and possessive pronouns they belong to the subcategory of central determiners. English distinguishes between two types of articles: definite and indefinite, *the* and *a/an* respectively. However, it is necessary to recognise the third form of article, which is zero article \emptyset . Articles are used to express different kinds of reference, which will be discussed below.

2.1. Specific reference

When examining the use of articles, one must distinguish between specific and generic reference; the latter will be discussed further in section 2.2. Specific reference, as the name suggests, means referring to a single specific entity. It can be expressed by all three articles: definite, indefinite and zero.

2.1.1. Definite article

As mentioned above, the definite article takes the form of *the*, which combines both with countable and uncountable nouns (LGSWE, 263). It is used to mark the noun phrase as definite, as in “referring to something which can be identified uniquely in the contextual or general knowledge shared by speaker or hearer” (CGEL, 265). What needs to be noted is the variation in pronunciation; the sound depends on the initial sound of the following word. Therefore, the article is pronounced as /ðə/ when followed by a consonant, while when followed by a vowel, the sound changes to /ði/. The latter may change further to /ði:/ before a vowel as well as a consonant, when uttered slowly or as a means of giving a particular word prominence; then, the article has “honouring” function (EMSA, 3.31). As regards the actual use, it relies on shared knowledge; Quirk et al. describe several ways the identity of the referent can be determined.

2.1.1.1. Situational reference

In situational reference, the article reflects the shared context; the referent is derived from the knowledge shared by the speaker and hearer, not from the previous discourse. Quirk et al. further distinguishes two subtypes of situational reference: immediate and larger situation.

2.1.1.1.1. Immediate situation

By the term “immediate situation” are described such instances where the referent is derived from the immediate context, in the majority of these instances is visible for both speaker and hearer and is unequivocally determined (EMSA, 3.32.21). To illustrate, let us look at an example: “Close *the window* please.” This sentence suggests the speaker and the hearer are in the same room, where a window is open, and thus share the same extralinguistic context. However, as it is explained in both CGEL and EMSA, this kind of reference allows for a misinterpretation; in situations where the referent is not visible, or the hearer was not previously introduced to it. Sentences such as “Beware of *the dog*.” or “Mind *the step*.” do not assume the hearer had previous knowledge of either *the dog* or *the step*, while in “Have you fed *the cat*?” *the cat* might not be present, or the hearer might need clarification – leading to additional wh-questions, such as “Which cat?”

2.1.1.1.2. Larger situation

In this type of reference, the speaker presupposes some degree of shared knowledge as well. However, “the identity of the referent may be evident from knowledge of the ‘larger’ situation which speaker and hearer share” (CGEL, 266). The identification, therefore, depends on the knowledge of the world (*the Pope*), or, for example, on the current situation on a given state (*the president, the Prime Minister*). The ‘larger situation’ is, according to Quirk et al., often hardly distinguishable from general knowledge, and may extend to the whole world and history. There are certain terms which always carry the definite article, with which ties the presupposition that there is only one such object (*the sun, the moon, the sky, the North Pole*). Some of these tend to be written with a capital letter, as they have unique denotation and, in this respect, resemble proper nouns (CGEL, 267). There is no clear division between the immediate and larger situation, as it is largely subjective.

2.1.1.2. Anaphoric reference

The term “anaphoric reference” is used, when the referent is something which can be retrieved from the previously mentioned text. CGEL, LGSWE and EMSA make a distinction between two types of anaphoric reference, however the terminology differs; CGEL and

LGSWE describe direct and indirect anaphoric reference, while in EMSA the term “associative” (EMSA, 3.32.23) can be found in the place of “indirect.” For the purposes of this thesis, the term “indirect” will be used.

2.1.1.2.1. Anaphoric reference – direct

Anaphoric reference is direct when the same given noun has already been uttered previously in the text and it is obvious that a relation of coreference exists between the two (CGEL, 267). In many cases, there is the complementary role of the indefinite and definite article; upon mentioning something for the first time, the noun carries an indefinite article, while later in the text, when it is mentioned for a second time, it can be referred to by a definite article (CGEL, 267): “I have *a cat* and *a dog*. *The cat* is small, but *the dog* is big.”

2.1.1.2.2. Anaphoric reference – indirect

In the case of indirect anaphoric reference, the reference is inferred, rather than indicated by preceding text (LGSWE, 263). For example, in the sentence “I lent Mary *a valuable book*, but when she returned it, *the cover* was dirty and *the pages* were torn,” *the pages* and *the cover* can be inferred by meronymy of *a book*, and hence they are treated as known information and carry the definite article. In other words, once a concept (*a wedding*, *a car*, *a garden*) is introduced to the text, its parts and connected concepts can be referred to as contextually given and by the definite article (LGSWE, 264) (*the bride*, *the groom*, *the headlights*, *the steering wheel*, *the roses*, *the bench*).

2.1.1.3. Cataphoric reference

Cataphoric reference is the opposite of anaphora, as what determines the referent is what follows the head noun, which is usually a restrictive relative clause or other modifier restricting the reference of the noun, so that the referent is, in given context, unique. An example of such sentence is: “*The boys* standing over there are my brothers.” In this particular sentence, the postmodifying non-finite relative clause “standing over there” restricts the reference of “boys,” hence the use of definite article. Another example of cataphoric reference could be phrases such as: “*the bottom* of the sea” and “*the walls* of the house;” in these cases, the referent is determined by the prepositional phrase of-, however there has to be an associative relation between the nouns (EMSA, 3.32.24.).

2.1.1.4. Sporadic reference

When the definite article is used in reference to a human institution, we can speak about sporadic reference. For instance, in the sentence “My sister goes to *the theatre* every week”, what is meant by *the theatre* is not one particular building, but rather the theatre as an institution. (CGEL, 269) As Quirk et al. states, “the reference is made to an institution which may be observed recurrently at various places and times” (CGEL, 269). Other nouns commonly used in this context, with sporadic reference, are: *the news*, *the radio*, *the television*, but it also extends to means of transport and communication, such as *the bus*, *the train*, and *the mail*, as well as temporal expressions (*the winter*) and festivals (*the New Year*). In certain instances, sporadic reference resembles generic reference (CGEL, 270), which is discussed in section 2.2.

2.1.1.5. Logical reference

The ‘logical’ use of the definite article can be described as a type of reference which relies on logical interpretation of some words; adjectives and postdeterminers the meaning of which is connected to the idea of uniqueness. This definition includes ordinals (*first*, *next*, *last*), superlative adjectives (*best*) and also words like *only*, *sole*, *some* (CGEL, 270). An example of a sentence where logical reference is used is: “That is *the only book* left.” and “This is *the best one* I have.”

2.1.1.6. Reference to body parts

When referring to body parts, the definite article is often used instead of a possessive pronoun. However, the use is limited to cases, where the body part functions as a complement to a prepositional phrase: “I shook him by *the hand*” (CGEL, 270). In this example, the ‘possessor’ is the object, but it can also be the subject: “My sister noticed a bruise on *the arm*,” or it can be implied instead of stated: “The doctor examined a fracture of *the bone*.” Nevertheless, the semantic relation between the noun and the possessor is one of meronymy.

2.1.2. Indefinite article

Unlike the definite article, the indefinite one has two written forms: *a* and *an*. The first is used when it is followed by a consonant and pronounced /ə/, while we use *an*, pronounced /ən/, when it is followed by a vowel. It is important to note that this distinction is made based on pronunciation, therefore words beginning with a silent h, such as *hour* and *honour*, carry the indefinite article in the form *an*, however, some words beginning with a vowel when spelled, such as *European* and *university*, carry *a*, as they begin with a consonant when pronounced

(CGEL, 254). Quirk et al. state that the indefinite article is “notionally unmarked,” which means that it is used when the conditions for use of the definite article do not apply. Therefore, *a/an* is used when the referent is not uniquely determinable in the shared knowledge of the speaker and hearer (CGEL, 272). In specific reference, Quirk et al. further distinguish between two types of use of the indefinite article: non-referring uses and substitution for the numeral *one* (CGEL, 273).

2.1.2.1. Non-referring uses

The use of indefinite articles is strongly connected to the function of a complement, it especially introduces a head noun the function of which is subject complement; either qualifying: “What *a delightful dancer* she is!” or classifying: “Her mother is *a professor*.” In this case, the article has a more descriptive role, rather than referring. When the noun functions as a complement, the article is obligatory, however, there are cases where the article is not necessary: “my appointment as (*a*) lecturer” (CGEL, 273). According to CGEL, the indefinite article often does not refer to anything in reality at all (CGEL, 273): “She would like to meet *an Italian* who speaks Czech.” can be interpreted in two ways: either she has a specific Italian person on her mind, or she does not and thus, the sentence could be followed by a question, such as “Do you know one?” In EMSA, this distinction is described with terms “specific” and “non-specific” indefinite reference (EMSA, 3.32.31).

2.1.2.2. Substitution for *one*

As the indefinite article is derived from the Old English numeral *one*, it still carries that meaning in some cases in Present Day English, for example in phrases like “*an hour* or two,” the article can be easily substituted with *one*. It is often intensified by the adjective *single*, as in: “There is *a single piece of paper* on this table.” and “They didn’t stop talking for *a single second*.” According to CGEL, this construction is often used in negative sentences, e.g. “There is not *a single* person I could talk to” (CGEL, 274).

2.1.3. Zero article

While the indefinite article is used with singular countable nouns, the zero article can be found in connection to uncountables and plural countable nouns, e.g. “Do you like *pop music*?” (LGSWE, 261) In constructions such as: “There is wine on the table.” and “I have just bought oranges.” the reference is to an indefinite number or amount, and is often interchangeable with the unstressed determiner *some* /səm/, and its negative equivalent *any*. The difference between zero article and *some* is, as Quirk et al. observes, that *some*, though

unstressed and reduced, still keeps its quantifying function, hence the reference is made to indefinite, but specifiable, amount – the number of oranges which the person has bought can be found. However, the zero article purely indicates the category, not the quantity, of the objects, as in: “They have become vegans” (CGEL, 275). Therefore, Quirk et al. argue that zero article has “categorical” meaning, while *some* has a “quantitative” one. This can be demonstrated on the following example: “Would you like (*some*) *cake*?” The variant without *some* focuses on the category of *cake* as a whole, while when *some* is added, the meaning of the question shifts to the quantity of *cake* the speaker has in mind.

What has been discussed above is the use of zero article with indefinite meaning, however, it may also have definite meaning, which will be described below.

2.1.3.1. Noun phrases in copular relation

It was already explained in section 2.2.2.1. that when the head noun’s function is that of a subject complement, it usually takes the indefinite article, however, in context where the complement takes a unique role, i.e. the referent holds a particular position, it may also carry zero article. In such cases, zero alternates with definite article: “Jane is (*the*) *captain* of the team.” and “Margaret Thatcher was (*the*) *Prime Minister* in 1979” (CGEL, 276). As regards apposition, when it is restrictive the article is omitted, but when non-restrictive, the definite article is used: “John Smith, *the principal* of this school...” In cases of object complementation, the zero article prevails, as well as in official structures, such as “the post of,” “the position of” and “the role of.”

2.1.3.2. Sporadic reference

This type of reference was already discussed in relation to the definite article, however, there are instances where the referent has become so institutionalized that the article is not used anymore. Quirk et al. as well as Biber et al. distinguish several categories of sporadic reference, which will be discussed below.

2.1.3.2.1. Institutions

There are certain nouns which carry the zero article, especially when they function as a complement of prepositions *in*, *at* and *on* and in quasi-locative phrases. According to CGEL, quasi-locative phrases are such phrases, the meaning of which is connected to a place to a certain extent, however it is focused more on a rather abstract meaning; thus, *in church*, *in prison* is correct, but *in library* is not (CGEL, 277).

2.1.3.2.2. Means of transport/communication, times of the day, seasons

The zero article is used when referring to a means of transportation and communication in such cases, when the noun is preceded by *by*: *travel by train, by bus, by car / communication by radio, by telephone*. Times of the day are confined to zero article, especially following *at, by, after* and *before*: *at dawn, at midnight, after sunset, before dark, by noon*. When referring to seasons in general, the article is usually omitted: *in winter, during summer*. However, when the reference is made to a specific part of the year, the article has to be included: “*The spring of last year was especially warm.*”

2.1.3.2.3. Meals and illnesses

Meals are generally used with zero article, more specifically, meals with the significance of an institution: “Are we having *lunch* today?” However, when the meal needs to be specified and singled out, the article – either definite or indefinite - is compulsory: “*The breakfast* at this hotel is spectacular!” or “*A dinner* under the stars would be nice.” As regards illnesses, the article is often used with illnesses such as *the flu, the measles, the chicken pox*, however they can also be used with zero article: *diabetes, pneumonia*. The definite article cannot be omitted in the case of *the plague* (CGEL, 279).

2.1.3.3. Parallel structures

The article tends to be omitted in phrases, which typically function as adverbials, where two nouns are placed parallel to each other: *eye to eye, toe to toe, father to son, side by side*. Quirk et al. argue that the nouns in these constructions lose the article as they lose their independent nominal status and support the argument by claiming that “variation in the number, determination, or modification of these nouns is normally impossible” (CGEL, 280). Therefore, these parallel structures are almost idiomatic. The only productive parallel structure is the correlative structure, such as *either...or* and *both...and*.

2.1.3.4. Fixed phrases

Apart from the parallel structures, there are other fixed phrases involving prepositions where the article is omitted: *on foot, in turn, on top of* etc. The zero article is used even in some idiomatic phrases where a verb is followed by a noun: *take advantage of, set fire to* (CGEL, 280-1).

2.2. Generic reference

As was mentioned earlier, the most basic distinction of references has to be drawn between specific and generic reference. Generic reference, as opposed by specific, does not refer to a single specific entity, it is rather used to denote a class, category or a species generally, hence the differences between definite and indefinite, singular and plural are often irrelevant. In generic reference, all three types of articles may be used, there are, however, differences in the meaning. While *the* tends to keep “its generic function in nonsubject position in the sentence, *a/an*, and to a lesser extent zero, tend to lose their generic function in these positions” (CGEL, 281). A discussion of other differences will follow.

2.2.1. Indefinite article

When the indefinite article *a/an* is used generically, it selects “any representative member of the class” (CGEL, 281). In many contexts it is interchangeable with *any*, e.g.: “Learning *a/any* new skill takes a lot of time.” Generic use of the indefinite article is the most restricted, as it cannot be applied to properties of the class as a whole; thus, it is impossible to say: “*A* lion is rare in these parts.” Furthermore, Dušková et al. observe, that generic *a/an* cannot be used with predicates such as: *abound*, *be rare*, *increase*, *decrease*, *scatter* and *collect* (EMSA, 3.32.1).

2.2.2. Zero article

Zero article can be used generically with plural and noncount nouns and it identifies the referent as “undifferentiated whole” (CGEL, 282). Examples of such use are: “*Cigarettes* are bad for you.”, and “*Research* shows that *hunger* will continue to mark the future of *humankind*.” The word *man*, when used generically with the meaning of *humankind*, also carries zero article, as well as in some instances where it is premodified – *prehistoric man*, *civilized man* (EMSA, 3.32.1).

2.2.3. Definite article

2.2.3.1. Singular noun phrases

When the definite article is used generically with singular noun phrases, it indicates “the class as represented by its typical specimen,” (CGEL, 282) and it is often used in a formal or literary context. An exemplary sentence is: “We do not know when *the wheel* was invented.” What also typically takes the definite article in generic reference are the names of musical

instruments and dances, such as in: “She plays *the violin* perfectly.” and “He used to dance *the tango*.” In such cases where the subjects are human beings or groups of them, it is often inappropriate to use the definite article (“*The lawyer* is paid well.”), hence the zero article is preferred: “*Lawyers* are paid well.”

2.2.3.2. Plural noun phrases

According to CGEL, there are two cases where generic *the* occurs with plural noun phrases; the first case are nationality nouns, e.g. *Chinese, Italian* – nouns referring to groups of people based on nationality or ethnicity. The second case are adjectival heads, such as *the young, the rich, the blind* (CGEL, 283). The usage of the definite article in this case is motivated by morphology, as the article functions as means of conversion (EMSA, 3.32.1). There are no other instances where *the* with plural noun phrases can be used, the only exception are scientific expressions such as *the rodents*, when referring to a whole group of plants. However, as Quirk et al. state, is it arguable that the examples previously mentioned are, in fact, generic, as their referents can be uniquely identified.

It is important to note that there has to be a distinction drawn between the generic nationality nouns ending with *-ish, -sh* or *-ch*, such as *Irish* and *Welsh*, and the nongeneric nouns ending with *-man/-men*, e.g. *Welshmen*. When preceded by the definite article (“*The Welshmen* like to sing.”), the express specific reference; when they need to express generic reference, the zero article is used (“*Welshmen* like to sing.”) (CGEL, 284).

2.2.4. Abstract noncount nouns

Abstract nouns are classified as countable when they refer to unitary phenomena, such as events (*arrival, discovery*), and as uncountable when they denote states, qualities and activities (*happiness, sleep*) (CGEL, 286).

Noncount abstract nouns typically take the zero article when used generically: “His least favourite subject is *geography*.” The zero article occurs when the noun is premodified as well: “It is hard to find true *happiness*.” However, when the noun is postmodified, especially with an *-of* phrase, the definite article is compulsory: “He is studying *the geography of Asia*.” The effect of the *-of* phrase is one of separating a particular subclass, and thus the meaning shifts from generic to specific, partitive one. Therefore, the sentence “He is studying *Asian geography*.” implies that he studies geography of the whole continent, while “He is studying *the geography of Asia*.” may suggest he is studying only a specific part or aspect of the subject. It is similar to

the use of the indefinite article in sentences such as: “She had *a good education*.” and “I have *a strong dislike* of winter weather.” The indefinite article appears here exceptionally, as these nouns are usually noncount – Quirk et al. claim, that the article appears due to two reasons: firstly, the noun refers to a quality ascribed to a person, and secondly, the noun is pre- or postmodified (CGEL, 287).

2.3. Proper nouns

Proper nouns are nouns of such categories as names of specific people, places, days, months, festivals etc. They lack article contrast, and most typically lack articles all together – however, it should not be confused with the use of zero article, which expresses specific indefinite and generic reference (EMSA, 3.32.5). They have unique denotation, and in that they function like nouns in specific reference and are usually written with initial capital letter. Quirk et al. draw distinction between “proper nouns,” which are just one word, and “names,” which consist of two or more words, one of which is called “descriptor” (*Senator Smith, King’s College*). “Names” function as one unit and are unchangeable by insertion of other modifying words or inflections (CGEL, 288).

2.3.1. Proper nouns behaving as common nouns

Proper nouns typically lack contrast in number, determination and modification, however there are instances and special cases, when they lose their unique denotation and behave as common nouns.

Most proper nouns have either only singular form, or only plural form. However, when they are reclassified as common nouns, they may have both forms: *Berlins* (=cities like Berlin), *Shakespeares* (=authors like Shakespeare). When a last name of a person (*Smith*) is used in the plural with the definite article (*the Smiths*), it denotes the family of such name. The same applies to determination; while some proper nouns are automatically connected to an article (*the Andes*), variation is not possible (**an Ande*), however, when reclassified, the article may change the meaning of the noun: *a Berlin* (=a city similar to Berlin).

The indefinite article may also be used with the meaning “a person called X but otherwise unknown,” (CGEL, 289) e.g. “*A Mr Jones* called this morning.” The stressed definite article used with a personal name puts special emphasis on the name, suggesting that it is someone famous or of great importance: “You went to school with *the* (/ði:/) *Obama*?” – this is connected to the “honouring function” previously discussed.

When proper nouns, which normally allow only for nonrestrictive modifiers, behave as common nouns, they permit other types of modification, most often a restrictive relative clause: “I know *the Professor Blake* who lives in London, not *the Professor Blake* from New York.” In addition, there are instances where the cataphoric definite article changes the meaning from unique to partitive – i.e. it splits the unique referent into different parts (CGEL, 290): “after *Christmas*” and “after *the Christmas* of 2016.”

2.3.2. Names with no article

Quirk et al. distinguish four main categories of nouns which do not take articles: personal names, temporal names, geographical names, and other locative names (CGEL, 291).

Personal names normally do not have articles, even if they are preceded by titles, such as *Mrs*, *Captain*, *Lord*, *Duchess* etc.

Temporal names include festivals, religious periods, months, and days of the week. They have no article when they refer to “a period as a recurring item in the calendar” (CGEL, 292). When speaking about a specific period in time or about more than one occasion collectively, these words behave more like common nouns, in that they have zero article when the referent is implicit from the situational or linguistic context. Days of the week may occur with indefinite article (“We will meet on *a Sunday*”), when the speaker has no particular date in mind.

Geographical names generally have no articles, even if they are premodified: *North America*, *medieval Europe*. However, there are specific cases in which the definite article is used: *the Sahara*, in the case of which it has been suggested that the article is a residue of the older form *the Sahara desert* (EMSA, 3.32.5), *the Crimea*, *the Sudan*.

The article is usually omitted in the case of locative names consisting of proper noun and a common noun descriptor as well. There are of course exceptions, e.g. *the Albert Hall* (CGEL, 294).

2.3.3. Names with the definite article

Quirk et al. find a gradient between the terms “names,” e.g. *Jane Austen*, and “definite descriptors,” e.g. *the author of Pride and Prejudice* (CGEL, 294). Both have unique denotation, the definite descriptor is, however, formed like a regular noun phrase – it is preceded by the definite article. According to CGEL, there is no clear distinction between the two terms. However, there are certain groups of names which normally take the article; plural names,

especially islands and ranges of mountains (*the Alps, the Andes, the Philippines, The Canaries*), rivers, seas and oceans (*the Elbe, the Atlantic*), canals, capes, bays (*the Cape of Good Hope, the Green Bay*), hotels, museums, theatres, newspapers (*the Louvre, the Globe*) and many more (*the Bible, the House of Commons...*) (CGEL, 295-6).

3. Research in article acquisition

A large amount of research has been done in the field of studying learner language and in particular in the acquisition of articles in English. Much of the research agrees on the fact that this particular area of English grammar is exceptionally difficult to acquire for non-native speakers (Díez-Bedmar, Pérez-Paredes, 2012: 139; Han et al., 2006: 115; Chuang, 2005: 25; Leńko-Szymańska, 2012: 1; Narita, 2013: 358). There have been many suggestions as to why the acquisition of articles poses such difficulty, however the reasons which most researchers tend to relate their work to, are those proposed by Master:

- (a) Articles are among the most frequently occurring function words in English, making continuous rule application difficult over an extended stretch of discourse.
- (b) Function words are normally unstressed and consequently very difficult, if not impossible, for a non-native speaker to discern, thus affecting the availability of input in the spoken mode.
- (c) The article system stacks multiple functions onto a single morpheme, a considerable burden for the learner, who generally looks for a one-form-one-function correspondence in navigating the language until the advanced stages of acquisition (Master, 2002: 332; cited in Leńko-Szymańska, 2012: 5).

As Narita (Narita, 2013: 357) observes, what has been found is that although article errors are pervasive in all levels of proficiency, their frequency tends to decrease as the proficiency rises. What needs to be commented upon is that the term “error” is often considered rather misleading, as what is viewed as an “error” is, in fact, a feature of the learner interlanguage, thus describing such feature as incorrect suggests one language is a deficient form of another (Crompton, 2011: 6). However, what this view fails to acknowledge is the fact that error analysis simply provides an insight into the areas in which the learners deviate from the norm, and thus may be recognized as non-native speakers. It is necessary to view errors as part of linguistic development, and not as abominable mistakes which should be avoided at all times (Gráf, 2015: 59).

What also needs to be addressed is the distinction some researchers make between errors which are called “systematic” and “unsystematic”. A systematic error is a feature of the learner’s language which “provides evidence of the system of the language that he is using (i.e. has learnt) at a particular point in the course” (Corder, 1982: 10). Such errors are recurrent and

point the teacher to a specific area of the language, which the learner has yet to acquire. The unsystematic error, to which researchers usually refer as “mistake”, is rather an error in performance; “these [...] are due to memory lapses, physical states such as tiredness, and psychological conditions such as strong emotion. These are adventitious artefacts of linguistic performance and do not reflect a defect in our knowledge of our own language” (Ibid.). Oftentimes this type of error (mistake) may be considered a mere slip of tongue, as they appear not only in the production of the second language, but also in the speakers’ native tongues. However, determining what is a systematic error and what is only a mistake in learners’ language is quite a difficult task, as it would require a very extensive analysis of the particular speaker’s output.¹

SLA research in English article acquisition often relies on the simple binary division of L1s; those which do have an article system [+article], and those which do not [-article] (Crompton, 2011: 7). In general, it can be stated that speakers of [+article] L1s have less problems with acquiring the English article system than those of [-article] L1s (Ibid.). For instance, speakers with Spanish, which is a language with an article system, as their L1 show low frequency of errors in the use of articles (Díez-Bedmar, Pérez-Paredes, 2012: 150), while for speakers of such languages like Polish, Chinese, and, in relevance to the present study, Czech, which do not have an article system, this area is much more problematic (Han et al., 2006: 116; Leńko-Szymańska, 2012: 5). However, Crompton argues in his article that even speakers of [+article] L1s may have significant problems with the English article system, due to L1 transfer (Crompton, 2011: 28). Language transfer is “the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.” (Odlin, 1989; cited in Yi, 2012: 2372)

As Leńko-Szymańska mentions in her article, learners with [-article] native language first acquire the zero article (Leńko-Szymańska, 2012: 5). However, what she takes into consideration is that it is impossible to distinguish between the use of zero article and simple omission of an article, therefore it is misleading to speak of early zero article acquisition in [-article] L1 speakers. Nevertheless, it is still not clear whether the definite or the indefinite article is integrated into their language first, as researchers differ in their findings. As regards the particular type of reference which has been proven the most problematic, the generic reference

¹ For this reason, the practical part of this thesis will not employ this distinction, and, for the purpose of simplicity, will resort to using terms such as “correct” and “incorrect.”

seems to be the one for [+article] L1 speakers (Crompton, 2011: 27; Díez-Bedmar, Pérez-Paredes, 2012: 150).

Chuang (Chuang, 2005: 30) claims that article errors are often neglected by the language tutors, and suggests this type of error should be prioritized for treatment, as it may continue to appear in the language of highly proficient learners; however, as Chuang claims, erroneous use of articles (as any other grammatical error) may stigmatize the learner and disable them from further academic development (Chuang, 2005: 26). Crompton (Crompton, 2011: 29) also discusses the pedagogic implications of the research, stating that the most crucial thing is to educate those engaged in instructing ESL on the origins of the errors and inaccuracies the learners persistently produce.

Most research has been done based on a written corpus of learner language, with various tools of analysis; focusing on the frequency of the “correct” and “incorrect” use of the three articles, dividing those instances into multiple groups, and determining the most problematic area and rate of acquisition (Crompton, 2011: 12-3; Díez-Bedmar, Pérez-Paredes, 2012: 143-6; Chuang, 2005: 26-30; Narita, 2013: 358-9). Leńko-Szymańska’s work is innovative in that it focuses on articles as parts of lexical bundles, and thus attempts to establish which uses of the articles in students’ writing is due to the learners’ use of conventionalized multi-word phrases. The results demonstrated that with growing proficiency, the learners became more sensitive to the usage of lexical bundles and made their decisions concerning articles according to the conventionalized forms (Leńko-Szymańska, 2012: 2). Nevertheless, there has not been much research done based on a spoken corpus of learner English, therefore the present study may offer new important insight into the acquisition of the English article system.

4. Data and methodology

As the aim of this thesis is to examine to what extent have Czech advanced learners of English acquired the article system and to determine which type of reference is the most error-prone, the research part will consist of an error analysis of Czech advanced learners’ English.

4.1. LINDSEI

The data for this analysis were collected from the Czech subcorpus of LINDSEI (Gilquin et al., 2010) (*Louvain International Database of Spoken English Interlanguage*), LINDSEI_CZ (Gráf, 2017). LINDSEI is a multi-national corpus of advanced spoken learner English, which accompanies the corpus of written learner language ICLE (Granger et al., 2002)

(*International Corpus of Learner English*). Both corpora were initiated under the Centre for English Corpus Linguistics at the Université catholique de Louvain. So far, since 1995, 14 national subcorpora have been provided to LINDSEI (Bulgarian, Chinese, Czech, Dutch, French, German, Greek, Italian, Japanese, Polish, Spanish (2 universities), Swedish, Taiwanese, Turkish), while the work is being carried out by another 8 institutions (Arabic, Basque, Brazilian Portuguese, Croatian, Estonian, Finnish, Lithuanian, Norwegian). For comparison purposes, a version with native English speakers was created; LOCNEC (De Cock, 2003). These speakers perform identical tasks as the non-natives in LINDSEI, and thus comparison is possible not only between different L1s, but also between native and non-native varieties. (“LINDSEI”, 2019)

Every national subcorpus contains circa 50 recordings of learners performing three speaking tasks, while the total duration of the interview is around 15 minutes. The first task is a monologue on a topic chosen by the student, before which the student has time for preparation, the second task consists of a dialogue with the interviewer about general topics, such as future plans, experience from abroad etc., and lastly, in the third part the student tells a story based on four pictures, which is completely spontaneous. The recordings are then transcribed according to a set of transcription guidelines. Apart from the utterances, various discourse markers, pauses and fillers, unclear sounds, and overlaps are also transcribed (Gráf, 2015: 70-1).

4.1.1. LINDSEI_CZ

The Czech subcorpus LINDSEI_CZ was completed in 2015. The participants were 3rd or 4th year students of English philology at the Faculty of Arts, Charles University. Among the 50 speakers, there were 43 women and 7 men, of the average age of 22.5 years old, on average they spent almost 10 years studying English prior to university, and 3.4 years studying English philology, while the median value of time spent in an English speaking country was 1.2 months. The 50 interviews contain 123 761 tokens, 95 904 of which were produced by the students alone.

	Mean age (years)	Mean time spent stud- ying Eng- lish prior to univer- sity (years)	Mean time spent stud- ying Eng- lish at uni- versity (years)	Length of stay in an English speaking country (med. months)	Tokens	Student tokens	Total dura- tion	Student duration
n = 50 f = 43	22.5	9.9	3.4	1.2	123,761	95,904	12h 52min	10h 38min

m = 7							
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Table 1- *LINDSEI_CZ metadata*

Out of the 95,904 tokens, almost 6% were articles – 5409 tokens precisely. However, what can only be counted are the occurrences of the definite and indefinite article, as the zero article is not expressed. The definite article is almost twice as common as the indefinite – 3423 and 1986 (151 of which are the form *an*) tokens, respectively.

4.1.1.1. Error tagging

LINDSEI_CZ was error-tagged according to the Louvain error-tagging system (Dagneaux et al., 2008). The tag used to indicate an error in the use of articles is (GA); (G) marks a deviation from the English grammatical rules, while (A) specifies the error to an article misuse. An example of the tagging is as follows: “(GA) 0 \$a\$ beautiful town” – as was already mentioned, (GA) signals an error in the use of article. What follows is the article which was used by the speaker, in this case the article was completely omitted, which is marked by the symbol 0 in the corpus. A suggestion of the correct form, the target hypothesis, is inserted between two symbols \$.

4.2. Method of research

The first step of the analysis was to excerpt all the instances of an erroneous use of articles from the corpus. For this purpose, the concordancer AntConc (Anthony, 2019) was used. The concordance was then exported to Microsoft Excel, where each instance can be categorized according to the type and subtype of reference, the classification of which is analogical to the one described in the theoretical part. By categorizing the erroneous instances, it becomes clear which type of reference is the most problematic for Czech advanced learners of the English language.

5. Results

The error analysis carried out within the corpus of the 50 interviews contained in LINDSEI_CZ yielded a total of 265 instances of various types of erroneous article use. These are further classified and analysed in the subsequent sections.

5.1. Quantitative analysis

As shown in the figure below, the highest number of errors consist in omission of either indefinite (89 instances, 33.6%), or definite (62 instances, 23.4%)

article. This phenomenon is not surprising, due to the fact that Czech lacks an article system, thus the omission may possibly be attributed to cross-linguistic influence. Another frequent type of error was the use of the definite article instead of the zero article (70 instances, 26.4%), less frequent was the erroneous use of the indefinite article in place of zero (16 instances, 6%). The fourth largest group of errors is constituted of instances in which the definite article was used instead of the indefinite one (13 instances, 4.9%). In a few cases the indefinite article was used instead of the definite one (5 instances, 1.9%). There are also 6 (2.3%) instances in which either definite, or indefinite article was used instead of a possessive pronoun, an instance (0.4%) of the definite article used instead of the word *some*, and one example (0.4%) of the numeral *one* being used instead of the indefinite article. Also, the incorrect form of the indefinite article was used twice (0.8%); instead of *an*, the speaker used just *a*. This is summarized in the figure and table below.

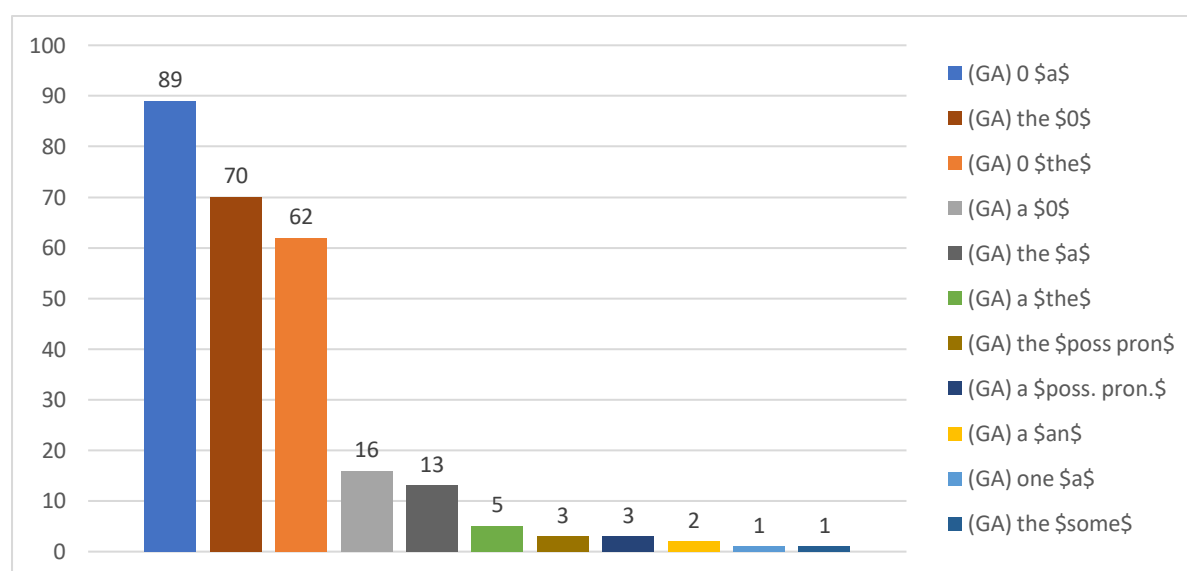


Figure 1 - All the types of errors in the use of articles which the speakers committed and the number of their occurrences

Target hypothesis						Total
	no article	a/an	the	poss.pronoun	some	
Actual usage						
no article	0 (0%)	89 (33.6%)	62 (23.4%)	0 (0%)	0 (0%)	151 (57%)
a/an	16 (0.6%)	2 (0.8%)	5 (1.9%)	3 (1.1%)	0 (0%)	26 (9.8%)
the	70 (26.4%)	13 (4.9%)	0 (0%)	3 (1.1%)	1 (0.4%)	87 (32.8%)
one	0 (0%)	1 (0.4%)	0 (0%)	0 (0%)	0 (0%)	1 (0.4%)
Total	86 (32.4%)	105 (39.6%)	67 (25.3%)	6 (2.3%)	1 (0.4%)	265

Table 2 - Absolute and relative frequencies of each type of error in the use of articles which the speakers committed

5.2. Error analysis

This section focuses on the categorization and subsequent analysis of all the erroneous uses of articles. As regards the zero article, the analysis is rather problematic, as it is impossible to know in which instances the speaker left the article out intentionally and used the zero article, and in which the article was simply omitted. Thus, the analysis does not attempt to distinguish these cases, nor provide any conclusions in this matter. The analysis will follow the categorization system, which was suggested in the theoretical part. Each category will be illustrated by a selection of examples, as it would be rather redundant to include all the instances in the text itself. Firstly, errors in the use of articles committed in specific reference shall be analysed.

5.2.1. Specific reference

Overall, there are 172 (64.9%) instances of errors in use of articles used in specific reference. Out of this number, in 46 (26.7%) instances the definite article should have been used, the indefinite article 99 (57.6%) times, while the zero or no article should have been used in 18 (10.5%) of the instances. The rest are other types of errors, such as using the incorrect form of the indefinite article (2 (1.2%) instances), using an article instead of a possessive pronoun (6 (3.5%) instances), and the definite article instead of some (1 (0.6%) instance). These numbers are summarized in the table below.

Target hypothesis:	the	a/an	zero (0)	a <=> an	poss. pron	some	Total
Number of errors:	46 (26.7%)	99 (57.6%)	18 (10.5%)	2 (1.2%)	6 (3.5%)	1 (0.6%)	172 (100%)

Table 3 - Numbers of errors in specific reference

5.2.1.1. Definite article

The instances in which the speaker used a different form of article, or no article at all, instead of the definite article *the* in specific reference will be analysed in the following sections. As was mentioned above, in 46 instances the definite article was to be used. The numbers of errors made in the specific subtypes of specific reference are summarized in the table below.

Reference type	Number of errors
anaph - dir	3 (6.5%)
anaph - indir	5 (10.9%)
body	1 (2.2%)
cataphoric	8 (17.4%)
logical	13 (28.3%)
situational	8 (17.4%)

sporadic	8 (17.4%)
Total	46 (100%)

Table 4 - Number of errors committed in each of the subtypes of specific, definite reference

5.2.1.1.1. Situational reference

In the corpus data, 8 (17.4%) errors in article use with nouns in specific, situational reference. In each case the article was completely omitted in the place where the definite article was to be used, and all of the cases are examples of the “larger situation” subtype. Most commonly this error occurred when referring to a specific era in human history:

- (1) *² it was written in (GA) 0 \$the\$ nineteen nineties where . homosexuality was (73)³*
- (2) *the first version was filmed in about (GA) 0 \$the\$ nineteen sixties (265)*
- (3) *it's something about (GA) 0 \$the\$ sixties and seventies of the twentieth century (154)*
- (4) *as I said it's more distant future like in (GA) 0 \$the\$ forties fifties (94)*
- (5) *a movie from . (GA) 0 \$the\$ sixties starring Dustin Hoffmann (96)*

This usage can be regarded as reference to a larger situation, as the knowledge about these time periods is shared between the speaker and the hearer, but the referent is not retrievable from the immediate context.

Additionally, there are three more examples of errors of this type:

- (6) *these host families usually live at (GA) 0 \$the\$ suburbs (33)*
- (7) *it really depends on (GA) 0 \$the\$ nationality (49)*
- (8) *I do go to like the gym class that (GA) 0 \$the\$ university offers (184)*

In examples (6) and (7) the speaker refers to a term which is universally known; *the suburbs* (33) and *the nationality* (49), while in example (8), the reference is made to *the university* (184) – although it may be any university, and hence the reference would be sporadic, the speaker refers to a specific university which is known both by the speaker, and the hearer, and may be retrieved from the shared larger context.

The lack of errors made in the “immediate situation” subtype may be due to the nature of the interviews, as this type of reference requires some kind of shared immediate context, about which the interviewer and the interviewee most probably did not spend much time talking.

² is used to mark the interviewee speaking, while <A> signals the interviewer's utterances. The examples in this text are reduced to the utterances and any tags signalling other types of errors than (GA) were removed.

³ Reference to the concordance lines will be provided in parentheses following the examples. The full unedited list, which is arranged according to the speakers, is provided in the appendix.

5.2.1.1.2. Anaphoric reference – direct

In direct anaphoric reference, the referent is directly retrievable from the previous text. The identification of direct anaphoric reference posed some degree of difficulty, due to the fact that the concordancer only provided certain limited stretch of the transcribed text and therefore it was often problematic determining what was mentioned earlier and what was not. However, there were three (6.5%) instances of an erroneous use of article identified in connection to direct anaphoric reference, in all of which the speakers mistakenly omitted the article completely:

- (9) *in especially not in Hollywood movie (eh) which was really surprising for me that they've man= that they've decided to shoot it this way . yeah . but . of course by the[i:] end by the[i:] end (GA) \$of the\$ movie really (213)*
- (10) *we had a guide and she really took us (er) . through all those important sites and: (er) through the majority of (GA) 0 \$the\$ city (131)*
- (11) *it's name is . Naruto . the road of ninja . and (eh) it's actually . (em) like . (GA) 0 \$an\$ addition to (GA) 0 \$the\$ Japanese anime series (220)*

In examples (9) and (10), the speaker is referring to a specific term (a movie, in the first case, a city in the second), which must have been mentioned previously in the conversation. In the 11. example, the noun phrase *the Japanese anime series (220)* points back to the name *Naruto (220)*, as the speaker is describing two things which are of the same name, and have unique denotation, hence the definite article is the correct option.

5.2.1.1.3. Anaphoric reference – indirect

Incorrect use of articles was somewhat more common in the indirect anaphoric reference type. In all the 5 (10.5%) identified cases, in which the definite article should have been used, the speaker omitted the article completely:

- (12) *instead of I think and (GA) 0 \$the\$ teacher didn't tell them anything (229)*
- (13) *in Canada . because (erm) . for example when (eh) we were driving (er) on (GA) 0 \$the\$ highway . they had these (er) . signs and there was (37)*
- (14) *secondary schools I (er) just . had . some argument with (GA) 0 \$the\$ other students (198)*
- (15) *liked . the[i:] architecture . the buildings . (erm) and also (er) . tax= (GA) 0 \$the\$ taxis (6)*
- (16) *Amanda Palmer's show here in Prague . and it was great (er) . (GA) 0 \$the\$ tickets were pretty expensive (102)*

As seen from the examples above, the reference is, in all the instances, inferred rather than retrieved verbatim from the previous text. This is often done by the means of meronymy, as in example (15), in which the speaker talks about the specific parts of a specific city – *the architecture, the buildings* and *the taxis* (6). In examples (12) and (14), the speaker introduces the concept of a secondary school earlier in the conversation, and thus all the concepts relating

to that are to be treated as contextually given – *the teacher* (229) and *the other students* (198) should then carry the definite article. The same rule applies to the rest of the examples as well; a specific country implies *the highway* (37), and a show implies *the tickets* (102).

5.2.1.1.4. Cataphoric reference

In the corpus, there were 8 instances found, in which the speaker uses a different form of an article when using cataphoric reference. In 6 (75%) of them, the speaker omitted the article completely, and in 2 (25%) cases, the indefinite article *a* was used instead of the definite *the*. In cataphoric reference, the referent is given a unique denotation by the text which follows it.

(17) *used to have . organize my time according to (GA) 0 \$the\$ things I want to do and this was* (167)

(18) *version of you another (er) beautified version of you . yeah so so that's (GA) 0 \$the\$ morale that I see in it* (139)

(19) *those games . except for like two so I would say it really gives me (GA) 0 \$the\$ opportunity to . I would say explore myself* (155)

(20) *because there is just (GA) 0 \$the\$ possibility to study it as one subject* (50)

(21) *just (GA) 0 \$the\$ end of the course* (127)

(22) *on (GA) a \$the\$ top of one (er) there was a group of musicians* (180)

In examples (19) and (20), the noun is postmodified by an infinitive: *the opportunity to ... explore* (155) and *the possibility to study* (50), while in examples (17) and (18) it is postmodified by a relative clause. Additionally, examples (21) and (22) demonstrate the use of cataphoric reference with partitive postmodifying *of-* phrases.

5.2.1.1.5. Sporadic reference

We speak of sporadic reference when the referent is of quasi-locative nature and often has a meaning of a human institution, such as *the theatre*. There are 8 (17.4%) errors in the use of articles related to sporadic reference in the corpus, in 7 (87.5%) of which the article was omitted completely and in one (12.5%) case the definite article was erroneously replaced by *a*. All of the instances may be summarized by the three examples below.

(23) *terminate my stu= my studies at (GA) 0 \$the\$ law school . but people weren't very supportive of that* (16)

(24) *a lot (er) . not . not that much (eh) . (GA) 0 \$the\$ movies . (eh) rather (GA) a \$the\$ theatre* (105)

(25) *the rest of India you know we suffered from the heat it was in (GA) 0 \$the\$ summer* (39)

Repeatedly, there was a reference made to a law school, but the name was never given and hence it remains identifiable only as an institution; *the law school* (16). Example (24) shows two errors, both of the same nature; in both *the theatre* and *the movies* (105) the reference is made to institutions, rather than specific buildings. Lastly, as example (25) demonstrates, sporadic reference is used in connection to temporal expressions; *the summer* (39).

5.2.1.1.6. Logical reference

Logical reference was revealed as one of the most problematic subtype of specific, definite reference, as there were 13 (28.3%) instances of errors in the use of articles of this type found in the corpus. In 11 (84.6% of those cases the article was omitted, in the 2 (15.4%) cases the indefinite article was used. The most common mistake occurred in relation to ordinal numerals such as *first*, where the article was almost always omitted completely, with an exception of one instance, in which the speaker used the indefinite *a*. Example of such misuse of the articles is as follows:

(26) *but it took me a while to get into it because . (GA) 0 \$the\$ first hour I was* (72)

What also repeated was omission of the article before premodifiers *whole* and *same*, which denote uniqueness, e.g.:

(27) *which really changes a face . and the dress is (GA) 0 \$the\$ same the chair is (GA) 0 \$the\$ same* (163)

(28) *and we rented cars and really . did (GA) 0 \$the\$ whole circle* (234)

5.2.1.1.7. Reference to body parts

In the whole corpus only one (2.2%) error in the use of articles when referring to parts of the body was found. In this one case, the speaker did not use any article instead of using the definite article *the*.

(29) *well they take you by (GA) 0 \$the\$ hand on the stage* (241)

There is a relation of meronymy between the part of the body and the possessor, thus the reference is specific and definite.

5.2.1.2. Indefinite article

Overall, there were 101 (58.7%) errors connected to the use of the indefinite article in specific reference found in the corpus. Further classification of the errors was made based on the system suggested in EMSA (EMSA, 3.32.21), dividing the instances into specific indefinite

reference, non-specific indefinite reference, and other special cases. The frequencies in which the errors occurred are summarized in the table below.

Reference type	Number of errors
specific	52 (51.5%)
non-specific	15 (14.9%)
complement	27 (26.7%)
one	5 (5%)
other	2 (2%)
Total	101 (100%)

Table 5 - Numbers of errors in specific, indefinite reference with the indefinite article

5.2.1.2.1. Specific reference

Nouns in specific indefinite reference used with the indefinite article refer to a specific reality, the knowledge of which, however, does not have to be shared between the speaker and the hearer. There are 52 (51.5%) errors committed in this type of reference, in 41 (78.8%) of those instances the article was omitted completely, while the definite article was erroneously used in 11 (21.2%) cases. A selection of examples to illustrate this type of error follows:

(30) *and I have . friends here and (GA) 0 \$a\$ family and (GA) 0 \$a\$ boyfriend* (176)

(31) *and then I (eh) (er) had lessons with (GA) 0 \$a\$ native speaker who's motivated me* (137)

(32) *it was also really great there were there was (erm) .. (eh) (GA) 0 \$a\$ collection of (eh) jewellery (erm)* (8)

(33) *on the other hand (eh) his friend . (GA) 0 \$a\$ girl named Sakura. (eh) she's arguing* (221)

(34) *he hid it in (GA) the \$a\$ towel and then when we were on the beach he threw it* (142)

(35) *and we also went to (GA) the \$a\$ witchcraft museum and they had .* (235)

In all of these examples, the reference to the noun is made for the first time, as it is being introduced to the discourse; the indefinite article should be used in this situation. In example (32), the existential-locative construction *there was* is used, which suggests a new entity in the discourse, and so does the introduction of a new person, who was previously unknown to the hearer in example (33). It may be presumed that, had the speakers continued to talk about the given noun (e.g. *native speaker* (137), *towel* (221)), it would be then used in specific, definite, anaphoric reference – *I had lessons with a native speaker and the native speaker motivated me....*

5.2.1.2.2. Complement function

The indefinite article in specific reference may also have such a role which is more descriptive, rather than referring; in these cases the noun often functions as a subject complement. There are 27 (26.7%) instances of this type of error, which are illustrated by the following examples:

(36) *for two three years but not the whole life I'm quite (GA) 0 \$a\$ patriotic person (173)*

(37) *yeah it's (GA) 0 \$a\$ Czech play (239)*

(38) *I know my mother she is really caring . so it was quite (GA) 0 \$a\$ shock also for (82)*

(39) *and also because I'm (GA) the \$a\$ huge (er) Lord of the Rings fan (59)*

When the noun has the function of a complement, the indefinite article is obligatory.

5.2.1.2.3. Non-specific reference

Nouns in non-specific indefinite reference often do not refer to anything in reality at all, and the speaker refers to something which is not uniquely identifiable. 15 (14.9%) errors in the use of the indefinite article in specific, indefinite, non-specific reference were identified in the corpus data. In 14 (93.3%) of those instances the article was omitted completely, while in only 1 (6.7%) case the speaker used the definite article instead of the indefinite.

(40) *the second one is (er) (GA) 0 \$a\$ receptionist in a . hotel (233)*

(41) *not like (GA) a \$0\$ juggling it's . as if you had . (GA) 0 \$a\$ sock and on the end a ball and you just (146)*

(42) *her portrait to some group of . probably students or someone who . went to (GA) 0 \$a\$ gallery or . atelier I don't know (22)*

(43) *I said I want to go to (GA) 0 \$a\$ gymnasium with focus on English you know (262)*

(44) *film music which is also quite interesting now when we're watching (GA) 0 \$a\$ movie we think about it and . and even examine each other whether (56)*

(45) *I will want to to live in (GA) 0 \$a\$ small town but . not now (172)*

In this selection of examples it is obvious that the speakers do not refer to an one uniquely identifiable object, but rather, that they do not have a specific referent in mind. In example (40), the reference is made to a job position; it does not refer to a specific person. In example (41), there are two cases of error in the use of articles – however, in this section, the focus is only on the second one: *a sock* (146). In this case the speaker is describing a hypothetical situation, thus the referent is non-specific. In (43), the determination of the reference is slightly problematic, as it is unclear, whether the speaker has a particular school in mind, or not. However, from the

stretch of text the concordance provides, it seems more likely that the speaker was not referring to a specific institution. The same applies to example (45). Nevertheless, the indefinite article *a/an* should have been used in all of the instances.

5.2.1.2.4. *Substitution for one*

5 errors (5%) of the errors may be categorized as incorrect usage of the indefinite article as substitution for the numeral *one*. In 4 (80%) of those cases, the speaker omitted the article completely, while in the last (20%) case the numeral *one* was used instead of the indefinite article.

(46) *he starts painting but after about . (GA) 0 \$a\$ half an hour (80)*

(47) *there's no . decision that is right (GA) 0 \$a\$ hundred percent . (17)*

(48) *the people there are so relaxed and if you see them . in (GA) one \$a\$ river (47)*

The first two cases are well illustrative of the typical examples of this use of the article *a* – it simply has a numerical function, rather than referring. Example (48) very clearly signals the role of cross-linguistic influence, as the phrase may be translated to Czech as *v jedné řece*; hence, the speaker presumably used the numeral *one* as a direct translation from their native language.

5.2.1.2.5. *Other*

The incorrect form of the indefinite article was used twice (2%):

(49) *for me it's (GA) a \$an\$ important part of the . of the movie (57)*

(50) *the whole weekend at (er) Canary Wharf was (GA) a \$an\$ open air jazz festival (169)*

Both are examples of the specific, indefinite, specific reference and the speaker correctly decided to use the indefinite article, however, as the following word in both cases begins with a vowel, the speaker should have opted for the form *an*, rather than *a*.

5.2.1.3. **Zero article**

In the corpus data, there are 18 (10.5%) instances of a speaker incorrectly using an article with nouns in specific reference, where the zero article should have been used instead. In 8 (44.4%) of those instances, the indefinite article was used, while in the remaining 10 (55.6%) cases, the speakers used the definite article erroneously. The types of reference in which the speakers committed errors and their frequencies are summarized in the table below. First, the sporadic meaning of the zero article shall be examined.

Reference	Number of errors
sporadic	7 (38.9%)
plural nouns	9 (50%)
uncountables	2 (11.1%)
Total	18 (100%)

Table 6 - Numbers of errors in different areas of the usage of the zero article in specific reference

5.2.1.3.1. Sporadic reference

As regards the use of the zero article in specific reference, there were 7 (38.9%) errors in article misuse identified. The zero article occurs in such cases where the referent has become so institutionalized, that it becomes an idiomatic expression. What repeated was the incorrect use of the definite article before nouns such as *university*, and *grammar school*:

(51) *I don't remember whether he decides to (GA) enter the university \$get into university\$ but I think (99)*

(52) *when I was eighteen (eh) I was at (GA) the \$0\$ grammar school (151)*

There were also two instances of referring to a meal, in both of which the speaker erroneously used the indefinite article *a*:

(53) *we've got (GA) a \$0\$ carp and a: .. like (GA) a \$0\$ (LS) roasted \$roast\$ carp and a very thick chicken breast with . (234)*

The last error in this type of reference is the use of the indefinite article in the phrase *in bed*:

(54) *they spend (er) most of their time in (GA) a \$0\$ bed (em) . and (er) . he starts to feel uncomfortable (98)*

5.2.1.3.2. Plural nouns

The zero article is used with plural countable nouns in specific indefinite reference. However, in 9 (50%) cases a different form of article was used. In 5 of those cases, the definite article was used, while in the remaining 4 the indefinite article was used:

(55) *she has even the (GA) the \$0\$ skis . (er) on her . legs (77)*

(56) *I had to pass . (em) . exams like (GA) a \$0\$ make-up exams (119)*

(57) *were so they would probably become (GA) a \$0\$ members of gang (251)*

(58) *we were just (GA) the \$0\$ pupils at (eh) at a high school (179)*

(59) *then they meet and they fight . with (GA) the \$0\$ wooden weapons (187)*

(60) *I spent (GA) an \$0\$. eight months in there (115)*

In each of the cases above, had the speaker used the singular form of the noun, the article would be the indefinite *a/an*, but because the nouns are in plural, zero article is necessary.

5.2.2. Generic reference

Out of all the 265 instances of errors in the use of articles, 62 (23.4%) are errors committed in the generic reference. The overwhelming majority, 56 (90.3%) instances, of the errors consist of incorrectly using either the definite (52 cases, 92.9%) or indefinite article (4 cases, 7.1%) in place of the zero article. The second largest group of errors is comprised of 4 (6.5%) instances, in which the speaker omitted the article completely, in a place where the indefinite article should have been used. And lastly, there are only 2 (3.2%) cases, where the definite article was to be used, instead of no/zero article. These numbers are summarized in the table below.

Article type	Number of errors
zero/no article	56 (90.3%)
indefinite	4 (6.5%)
definite	2 (3.2%)
Total	62 (100%)

Table 7 - Numbers of errors in the use of articles committed with nouns in the generic reference, divided according to article type (=the target hypothesis)

5.2.2.1. Indefinite article

As it was mentioned above, there were only 4 (6.5%) cases of errors in the generic reference using the indefinite article, which largely corresponds to the notion of the indefinite article having the most restricted use in generic reference. In all the four cases, the speakers omitted the article completely. Oftentimes it could be replaced by the determiner *any*, as in the following examples:

(61) *it's more difficult to: . to learn (GA) 0 \$a\$ foreign language when you are older* (206)

(62) *listen . to: . (GA) 0 \$a\$ person's . talking for one hour* (199)

5.2.2.2. Definite article

Even less errors were committed in the realm of nouns used with the definite article in generic reference, with only 2 (3%) instances. One of those instances was an incorrect omission of the definite article when using an adjective as the head of a noun phrase:

(63) *I think must be used to that . because in (GA) 0 \$the\$ past (er) often the painters (er) changed the (er) .. the look* (202)

The other instance was a case of omitting the article before referring to a musical instrument:

(64) *I used to play (GA) 0 \$the\$ piano when I was younger but then I gave it up* (21)

5.2.2.3. Zero article

Errors in expressing generic reference using the zero article were the most frequent, with a total of 56 (90.3%) instances. This is perhaps due to the fact that the zero article has the widest range of possible usage in the generic reference, when compared to the definite and indefinite articles. 52 (92.9%) of the errors consisted in the overuse of the definite article, examples of such mistakes can be seen in the following selection:

- (65) *class where we got (GA) the \$0\$ biology I would probably prefer (GA) the \$0\$ history more but . in my year (253)*
- (66) *as I'm really passionate about (GA) the \$0\$ languages so I really like to concentrate on it more (256)*
- (67) *it doesn't matter . anymore because . (GA) the \$0\$ love is more important (63)*
- (68) *I'm not as fascinated by them as . the differences in . people . and in: (GA) the \$0\$ society (51)*
- (69) *I . don't . like the[i:] atmosphere which is . on at (GA) the \$0\$ concerts (70)*
- (70) *they really see it as a way of escaping from (GA) the \$0\$ reality (55)*

What repeated multiple times was using the definite article in reference to a school subject, as it can be seen in example (65). The zero article, when used generically, refers to an undifferentiated whole, as in example (66). However, what proved to be the most problematic was the use of the zero article with abstract nouns; see examples (67), (68), and (70).

The remaining 4 (7.1%) errors consisted of the misuse of the indefinite article, as for example in:

- (71) *I don't know if there's (GA) a \$0\$ group work (238)*
- (72) *there was headache and: I I think (GA) a \$0\$ low blood pressure . I can't imagine (41)*

Most of these instances were also connected to the use of abstract nouns in generic reference.

5.2.3. Proper nouns

There are 26 (9.8%) cases of an error in the use of articles with proper nouns. In 19 (73.1%) of those cases, the speakers incorrectly omitted the definite article. The most common mistake was not using *the* before *Czech Republic* (repeated 4 times), and also before *Vatican* (repeated 4 times), among other proper nouns:

- (73) *I live in (GA) 0 \$the\$ Czech Republic (86)*
- (74) *I was kind of disappointed (er) by visiting (GA) 0 \$the\$ Vatican (132)*

(75) *I was on the[i:] on the tour of (GA) 0 \$the\$ Globe (246)*

The last example, (75), illustrates the incorrect omission of the definite article before specific names of theatres, newspapers etc.

However, there were also 7 (26.9%) instances in which the speaker actually used the definite article, in place where the zero article should be used:

(76) *to be one of the strictest states in the (GA) the \$0\$ Arabia (141)*

(77) *from (GA) the \$0\$ Renaissance I like Sandro Botticelli (58)*

(78) *it's quite ironic but I have never been to: to (GA) the[i:] \$0\$ England (85)*

5.2.4. Other

Some of the instances of errors in the use of articles could not be categorized according to the type of reference they express, as they are errors committed on the basis of form, rather than meaning. There are altogether 12 such errors, which may be divided into the following groups: replacing a different form of determiner, and not determining a noun phrase.

5.2.4.1. Articles used in place of a different determiner

Possessive pronouns with determinative function modify the noun by attributing possession or other sense of belonging. In the analysed data, there are 6 (2.3%) instances of the speakers using an article in place of a possessive determiner; 3 times they used the indefinite article, and 3 times they used the definite one:

(79) *in: both ways in (GA) a \$its\$ form . and also in (GA) a \$its\$ content (122)*

(80) *I checked . the . grammar topics they had in (GA) a \$their\$ (27)*

(81) *not (er) something which I would like to do . for the rest of (GA) the \$my\$ life (95)*

(82) *I would want to spend a night in and they have to spend (GA) the \$their\$ whole life there (43)*

There was also one (0.4%) case in which the speaker used the definite article in place of the determiner *some*:

(83) *these women (erm) (eh) were . (er) the guards in (er) (GA) the \$some\$ Jewish concentration camps (208)*

5.2.4.2. Articles used without a noun phrase

On a rare occasion the speakers used an article without it being followed by a noun phrase. These instances may be considered slips of tongue, rather than actual errors. It may also

be affected by the transcription, as it may often be difficult to distinguish an indefinite article and a simple pause filler, such as (eh). However, there are 5 (1.9%) instances tagged as an error:

(84) *it's not like (GA) a \$0\$ juggling it's . as if* (145)

(85) *I went to a local high school . which was (eh) . (GA) a \$0\$ quite peculiar* (117)

(86) *she doesn't really . like her so much . and . (erm) . it's (GA) a \$0\$ rather . something compulsory* (78)

(87) *and it was in the dark and we couldn't . we: it was (GA) a \$0\$ really difficult because we almost missed the ship* (61)

(88) *I spent five hours in public transport it's just ridiculous (GA) the \$0\$ travelling there* (177)

6. Limitations

Although it is customary to first provide the discussion, the results of the research must be approached with certain limitations in mind, which will be described in the following paragraphs.

One of the first limitations by which the research is affected is the size of the corpus. Since it is based on the performances of only 50 speakers, the results of this research are far from comprehensive. Although the amount of data seems quite plentiful at first glance, with the 265 cases of errors in the use of articles, it is still too small to draw any definite conclusions.

The second, and perhaps more acute, limitation is the problem of “advancedness.” While all of the speakers are considered to be advanced learners of English, their proficiency levels are indisputably varied. Out of the 50 speakers, 6 did not commit any errors in the use of articles, while the remaining 44 demonstrate a very wide span of error frequencies. It may be expected that the more proficient (according to professional measurements) the learner is, the fewer errors they would commit. However, as it becomes clear from the figure below, this is not necessarily the case. The speaker who committed the most errors in the use of articles in their speech (16) was rated to be of C1+ level. The inverse proportion is more functional at the other end of the spectrum, as the minority of speakers who were rated with a B2-/+ level altogether produced a significant amount of errors (85). Nevertheless, as there is no clear definition of “advancedness” and the institutional measuring tests are not always completely reliable, this wide range of proficiency levels is to be expected in a spoken language corpora.

What also significantly affects the results is the setting of the interviews, in the sense that there were, for example, very few errors committed in the immediate situation type of reference. This is influenced precisely by the setting, as there are not many things in the

immediate context to which the speaker would need to refer to. This issue, together with the issue of “advancedness,” is also tightly connected to the problem of nervousness, for any speaker tends to produce more errors when put into a stressful (the definition of which is highly subjective) situation.

In spite of the limitations described in the paragraphs above, this study provides a valuable data analysis which, as it was already suggested, may be used as a navigation point for ESL teachers, and even for the learners themselves.

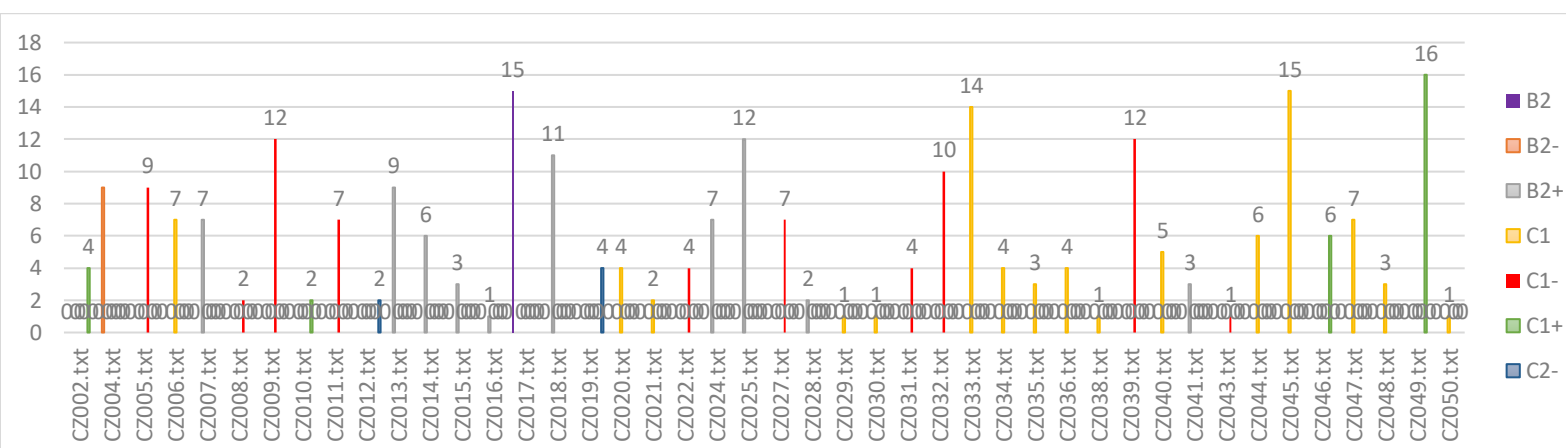


Figure 2 - The absolute count of errors each speaker committed and their level of proficiency

7. Discussion

As all of the data has been categorized and analysed, it is necessary to consider the results from a more general perspective. From a formal point of view, the overwhelming majority of errors consisted of an omission of an article, as it was the case in 151 of the 265 instances. This fact confirms the initial hypothesis; Czech learners of English do tend to omit articles, perhaps due to language transfer.

Overall, the type of reference which yielded the most errors, hence, is the most problematic, is the specific, indefinite type; altogether there were 112 errors, both with the use of the indefinite and the zero article. When looking at the different subtypes of references, the most errors occurred with nouns in specific, as in non-generic, indefinite, specific reference (considering both the indefinite and the zero article), with 63 errors. The second largest group of errors consisted of referring to nouns in generic reference with zero article, with a total of 56 errors. These results are quite conflicting; when referring to nouns in generic reference, the speakers tend to overuse articles, while with nouns in specific reference, the omission of the

article is the most common phenomenon. Other types of reference which were shown to cause significant problems include: specific, definite, logical reference (13 errors); specific, indefinite reference, nouns with complement function (27 errors); and reference to proper nouns (26 errors). The frequency of errors in all the types of reference is summarized in the figure below.

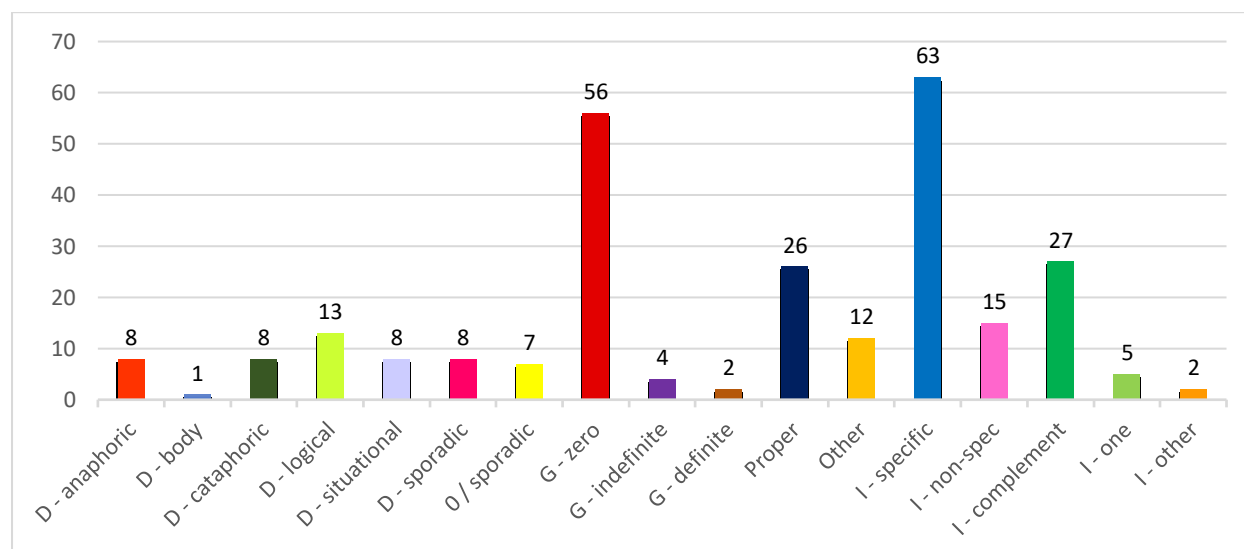


Figure 3 - Absolute frequencies of errors in all the types of reference analysed. "D" stands for specific definite ref., "I" for specific indefinite ref., and "G" for generic reference.

Although conflicting, the results are largely in accordance to what was stated by Dušková: “Many of the recurrent errors of systemic character, which we might be inclined to describe as errors in competence, reflect no real defect in knowledge, since most learners know the pertinent rule and can readily apply it, but the mechanism of application does not yet work automatically” (Dušková, 1969: 16). With learners of such advanced stage of acquisition, there really should not be any doubt that they know the general rules, however they may not be able to apply them accurately at all times. Nevertheless, prior research has shown that speakers of [-article] L1s do gravitate towards overusing the definite article, even in places where an article is inappropriate (Master, 1997: 218).

Since trying to look for the reasons behind the individual errors would in all probability lead to mere speculations, what can be discussed are the general sources of errors in learner language. A threefold categorization of errors has been proposed: errors caused by 1) interference with mother tongue; 2) linguistic features unknown from the source language; 3) no connection to mother tongue (Dušková, 1969: 16-19). As this thesis deals with the language of native Czech speakers, it could be assumed that the errors in the use of articles are mostly caused by the fact, that it is a feature which is unknown from the source language, i.e. Czech. This would be the case of the recurring error of article omission. However, in relevance to the

high number of errors in using the zero article in generic reference, the source of this error may be found in the “interferences between the other terms of the English subsystem in question” (Dušková, 1969: 21). Hence, the incorrect use of the in/definite article in generic reference could stem from the confusion of the rules of the English article system; the various functions of the articles themselves.

The study which was carried out by Dušková in 1969 yielded similar results to those of the present study, despite its being based on written language; the largest amount of errors consisted in omission of the article, in particular the indefinite article in cases like “it was *an* interesting journey” and the definite article in sentences such as “We shall use *the* present solution” and “I visited *the* Institute of Nuclear Energy.” (Dušková, 1969: 18) The similarity of the results probably stems from the fact, that the participants of both studies were quite homogenous; all are native speakers of Czech, all of similar age and proficiency levels.

Somewhat comparable results were reached in a 2011 study of errors in the use of articles in English writing of advanced speakers of L1 Arabic. With these learners, the most commonly occurring error proved to be overuse of the definite article in place of zero, mostly with nouns in generic reference (Crompton, 2011: 19), which coincides with what has been mentioned in section 3.; that generic reference is usually most problematic for speakers of [+article] L1. After an examination of the L1, the author states, that transfer from L1 is most likely the major cause of these errors (Crompton, 2011: 27). These results, compared to those of the present study, imply the following: although most errors seem to be caused by L1 transfer, regardless of whether the L1 does or does not have an article system, the generic reference generally presents the largest obstacle to the acquisition of English article system.

8. Conclusion

This thesis sought to provide an analysis of errors in the use of articles in Czech advanced English, and to consequently determine the type of reference which is the most problematic to Czech learners. This study clearly demonstrates that the English article system poses difficulty even to very advanced learners, and especially in the context of specific indefinite and generic reference. The question whether these errors are of systematic nature or not cannot be answered, however what should be stressed are the pedagogical implications. As errors in the use of articles are pervasive in the language of learners even in very advanced stages of acquisition, a special emphasis ought to be put on this particular area of English grammar in language instruction.

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Resumé

1. Úvod

Správné používání členů je bez pochyby jedno z největších úskalí, s nímž se studenti anglického jazyka setkávají. Obzvláště to platí v kontextu češtiny, která postrádá jakýkoliv systém členů a kategorii určenosti vyjadřuje zejména slovosledem. Zkoumání a analýza žákovského jazyka umožňuje identifikaci oblastí, ve kterých studenti nejčastěji chybují a posléze tedy i usnadňuje nalezení způsobů, jak se těmto chybám vyhnout, a to jak z pohledu žáka, tak vyučujícího. Práce se zaměřuje na analýzu chyb v užití členů u českých pokročilých mluvčích angličtiny a jejím cílem je určení typu reference, která je i pro tak pokročilé mluvčí neproblematictější.

2. Teoretická část

Teoretická část práce se zaměřuje na popis anglického systému členů a definici pojmů s ním spojených, jako je určenost, determinátor či reference. Systém je popsán na základě tří gramatik – Quirk a kol. (CGEL), Dušková a kol. (EMSA) a Biber a kol. (LGSWE). Kapitoly jsou rozděleny podle dvou základních druhů reference: specifické a generické. V těchto kategoriích je následně popsáno užití členu určitého, neurčitého a nulového. Kapitola 2.1.1. se tak zabývá určitým členem ve specifické referenci a popisuje další podtypy reference s ním spojených, jako je reference anaforická, situační, kataforická, logická a tak dále. Následující kapitola 2.1.2. se věnuje členu neurčitému a možnostem jeho využití ve specifické referenci. Srovnává přístupy CGEL a EMSA, která navíc rozlišuje neurčitou referenci specifickou a nespecifickou, zatímco CGEL popisuje referenční a nerefrenční užití neurčitého členu. Kapitola 2.1. uzavírá popis užití nulového členu, tedy v referenci specifické (negenerické), neurčité, nespecifické a v ustálených slovních spojeních. V kapitole 2.2. se práce zabývá referencí generickou a postupuje stejným způsobem: od popisu užití neurčitého členu, který má v generické referenci užití nejomezenější, přes člen nulový, k užití členu určitého. Ten se v generické referenci uplatňuje zejména ve dvou případech – pokud je substantivum v singuláru, označuje celou třídu pomocí jednoho typického jedince, pokud je substantivum v plurálu, označuje národnost (např. *the English*), nebo je prostředkem konverze adjektiva na substantivum (např. *the young*). Následující podkapitola se věnuje nepočitatelným abstraktním substantivům, která lze použít s určitým, neurčitým i nulovým členem. Kapitola 2.3. se zabývá vlastními jmény. Ty se vyznačují tím, že typicky postrádají určení členem, ovšem v některých případech se mohou chovat jako jména obecná. V takových případech se nejčastěji užívá člen neurčitý. Některá

vlastní jména nesou člen určitý, jenž je plnou součástí názvu, obvykle u jmen řek, pohoří, divadel, novin a tak podobně (např. *The Globe*, *The Elbe*).

3. Výzkum v oblasti akvizice systému členů

Kapitola 3. shrnuje dosavadní výzkum v oblasti akvizice anglického systému členů. Nejprve se zabývá definicí „chyby“. Ta podle některých autorů může být buď systematická, nebo nesystematická. Za systematickou označujeme takovou chybu, která vychází ze studentovy neznalosti daného jevu, tedy prvku jazyka, jež se ještě nenaučil. Naopak chyba nesystematická označuje chybu, která je způsobená přerážením, špatnou pamětí a podobně. Taková chyba je tedy nepředvídatelná a nereflektuje žákovu jazykovou úroveň. Zároveň je důležité podotknout, že chyba jako taková by neměla být považována za negativní jev v žákovském jazyce, ale jako ukazatel vývoje jazykové pokročilosti. Většina prací je založena na základním rozdělení mateřských jazyků na ty, které určenost vyjadřují pomocí členů, a ty, které ne. Čeština spadá do druhé kategorie. Dosavadní výzkum se shoduje, že mluvčí takových jazyků jako je čeština mají celkově mnohem větší problémy s akvizicí systému členů než mluvčí jazyků, které členy používají. I přes to se mnoho autorů rozchází v otázce, zda si žáci jako první osvojí užití členu neurčitého či určitého.

4. Metodologie

Čtvrtá kapitola popisuje data a metodologii, na které se zakládá praktická část. Výzkum byl prováděn na českém subkorpusu mezinárodního korpusu mluveného žákovského jazyka LINDSEI. Skládá se z 50 patnáctiminutových nahrávek, jejichž přepis byl chybově označován. Celkově bylo nalezeno 265 chyb v užití členů. Ty byly následně klasifikovány dle systému, který byl navržen v teoretické části – tedy dle formy členu a typu reference.

5. Výsledky

Kapitola 5.2. se zabývá samotnou chybovou analýzou. Všechny 265 chyb je rozděleno do příslušných kategorií a každá z podkapitol poskytuje přehledové tabulky. Chyby jsou vysvětleny pomocí pravidel nastíněných v teoretické části. Ve specifické referenci po formální stránce nejvíce chyb spočívalo v úplném vypuštění členu, a to nejčastěji neurčitého (v 99 případech). Co se týče typu reference, nejproblematictější se ukázala reference neurčitá, konkrétně specifická. V určité referenci se nejčastěji chybovalo v užití substantiva v logické referenci. Chyby v generické referenci se vyznačovaly opačnou charakteristikou – po formální stránce bylo nejčastější nadužití určitého členu. Nejproblematictější byla pak reference

k abstraktním substantivům. Pokud jde o vlastní jména, chybovost byla vysoká zejména u názvů států. Nakonec práce komentuje chyby v užití členů ve speciálních případech, jako například u záměny forem neurčitěho členu, nebo při užití členu před slovním druhem jiným než je substantivum.

6. Omezení

Šestá kapitola se zabývá omezeními, která s sebou práce nese. V první řadě je důležité brát v potaz velikost korpusu. Padesát mluvčích a 265 úryvků není dostatečné množství dat na to, aby práce mohla činit definitivní závěry co se akvizice členů týče. Druhým omezením je faktor pokročilosti. Přesto, že mluvčí by měli teoreticky mít stejné jazykové vybavení, škála jejich úrovně je velice široká – od B2- po C2. Třetím faktorem ovlivňujícím výsledky je faktor nervozity a samotného prostředí nahrávání rozhovorů. Nervozita zvyšuje pravděpodobnost výskytu chyb, zatímco prostředí nahrávání značně limituje možnosti rozhovoru (student tak například nemusí použít situační referenci).

7. Diskuze a závěr

Kapitola 7. shrnuje výsledky a srovnává je s jinými studiemi. Jak již bylo zmíněno, nejčastější chybou po formální stránce bylo vynechání členu. Co se týče typu reference, nejproblematictější byla reference neurčitá, specifická, jak s užitím neurčitěho, tak nulového členu. Druhým nejproblematictějším typem reference je reference generická s užitím nulového členu. Tyto na první pohled protichůdné výsledky jsou v souladu s výsledky jiných prací zabývajících se chybami v užívání členů. Například studie z roku 1969, která byla provedena na podobném vzorku studentů, dochází k závěru, že nejčastější chybou je vynechání neurčitěho členu ve specifické referenci. Následuje zamyšlení nad povahou chyb – zda jsou systematické, či nesystematické. Vzhledem k převažujícímu množství chyb založených na vynechání členu je také na místě zamyšlení o původu chyb. Jednou z možností je chyba způsobená transferem, v takovém případě by šlo nejspíše o chybu systematickou. Ovšem u studentů, kteří mají takovou jazykovou úroveň jako mluvčí zkoumaného vzorku, se zdá být pravděpodobnější, že jde o chyby nesystematické, často spíše způsobené přerěknutím či zmatením pravidel anglického členového systému.

Osmá kapitola je závěrem práce. Výsledky práce potvrdily hypotézu, že čeští studenti angličtiny mají tendenci k vynechávání členů. Zároveň potvrdily, že je tato oblast anglické gramatiky náročná i pro velmi pokročilé studenty a je tedy záhodno se jejich výuce věnovat i v pozdějších fázích studia.

Appendix 1

#	Text	Reference	Subtype
1	/> going to speak to us about <overlap /> hi (em) I've chosen (GA) the \$0\$ topic three . (erm) I should probably . read out . <overlap />	generic	zero
2	(erm) and (eh) we plan . going there again . (erm) (Z) at the beginning of (GA) the \$0\$ next year \$early next year\$. (er) to see . God of Massacre </	specific	zero/sporad
3	. masculinity and the way it works . what it means (er) how it operates in (GA) the \$0\$ society . (er) with homosociality <A> (mhm) (eh)	generic	zero
4	that I might mention but I don't think that the work will be . (GA) 0 \$a\$ literary <overlap /> .. one <A> <overlap /> right you'll s	specific	specific/CS
5	my father so . that was really . really good and I (eh) also liked . (er) (GA) 0 \$the\$ parks . parks in London because (erm) . there are not so many	specific	cataphoric
6	liked . the[i:] architecture . the buildings . (erm) and also (er) . tax= (GA) 0 \$the\$ taxis (er) <A> <overlap /> <starts laughing> taxis <stops	specific	anaph/indir
7	real people <laughs> so <A> in a family yes yeah in (GA) 0 \$a\$ family so . it was also . different .. in this way . because we	specific	specific
8	Bridge . (er) it was also really great there were there was (erm) .. (eh) (GA) 0 \$a\$ collection of (eh) jewellery (erm) <overlap /> I mean king and q	specific	specific
9	new (LP) in that time \$at the time\$. (DTG) (Z) it was like on= (GA) 0 \$a\$ one-year . old building \$the building was about a year old\$ and	specific	specific
10	terests <overlap /> (mhm) (erm) <starts laughing> that's (GA) 0 \$a\$ hard question . <stops laughing> I <overlap /> I <A> <overl	specific	specific/CS
11	= studies <A> <overlap /> I see I see (eh) (er) . I had (GA) 0 \$a\$ really great . (eh) literature teacher . (eh) I also . did my (e	specific	specific
12	Pedagogy \$Education\$ <A> (mhm) .you can be . an expert from . (GA) 0 \$the\$ Faculty of Arts for example <A> yes it's about your	proper	proper
13	> yeah (eh) and also during . (eh) the master's studies (LSP) in \$at\$ (er) (GA) 0 \$the\$ Faculty of (LSF) Pedagogy \$Education\$ (er) . they . teach (eh)	proper	proper
14	<stops laughing> so (er) . I decided to study study law so I went to (GA) 0 \$a\$ law school at first . wi= with huge expectations of course . and	specific	specific
15	are so many people most of them don't really care about the <X> (GA) the \$0\$ law at all they just want to . study commercial law (DTG) (XVC	generic	zero

16	A> to: (erm) to: . <lip sound > . (eh) terminate my stu= my studies at (GA) 0 \$the\$ law school . but people weren't very supportive of that they t	specific	sporadic
17	tinct . and . (er) also that there's . there's no . decision that is right (GA) 0 \$a\$ hundred percent . but it ma= might be right for the time . for	specific	one
18	aybe you should have worked more on this . it never happened (LSP) in \$at\$ (GA) 0 \$the\$ law school <A> (mhm) you just wrote a test	specific	sporadic
19	's . discussion and so on <A> yeah but (LSP) on \$at\$ (GA) 0 \$the\$ law school there were fifty or sixty . and not . and I'm	specific	sporadic
20	journey <overlap /> I think it started (eh) . (DTG) (LSP) 0 \$in\$ (GA) 0 \$the\$ third third grade . and then well during high school . and <ex	specific	logical
21	at school or then at university yeah probably I used to play (GA) 0 \$the\$ piano when I was younger but then I gave it up around (generic	instrument
22	her portrait to some group of . probably students or someone who . went to (GA) 0 \$a\$ gallery or . atelier I don't know . <chuckles> and: they seem ..	specific	non-specific
23	and people and dancing and drinking and singing and it it was . I think . (GA) 0 \$a\$ nice experience <A> (mhm) very nice . as well as	specific	specific/CS
24	or two . (eh) to: the mountain of Saint Patrick . which is a kind of . (GA) 0 \$a\$ holy place or how should I . say that . and (em) ma= many	specific	specific/CS
25	= with (eh) . (erm) cases and things and they . came to the park sat on (GA) the \$a\$ bench then took a sandwich out of the case and ate	specific	specific
26	don't remember much of that really . but (em) . I actually . do experience (GA) a \$the\$ sort of .. teaching received at a grammar school because I tea	specific	cataphoric
27	ears already .. and (eh) when I checked . the . grammar topics they had in (GA) a \$their\$ textbook I say hey we we (GVT) did \$have done\$ that	specific	a/poss
28	(eh) . but (eh) then I . just thought that I really (GVTA) like \$liked\$. (GA) the \$0\$ language and . (GA) the \$0\$ literature . as well . so I though	generic	zero
29	st thought that I really (GVTA) like \$liked\$. (GA) the \$0\$ language and . (GA) the \$0\$ literature . as well . so I thought . I should give it a try <	generic	zero
30	a way<?> <A> (mhm) . (eh) I would like to talk about (GA) 0 \$a\$ country which I have visited and which has an . (eh) strong (LS)	specific	specific
31	decided to: to study . English at university . (er) so I applied for (eh) (GA) 0 \$an\$ English-American studies course . (er) . and (er) eventually I	specific	specific
32	> (er) yeah an= and I really like the country . (er) not only because of (GA) the[i:] \$its\$. (er) natural wealth . (er) but: also because of the[i:]	specific	the/poss
33	in the city centre . (eh) these host families usually live (LSP) at \$in\$. (GA) 0 \$the\$ suburbs <A> (mhm) it was quite complicated to ge	specific	situ/large

34	lap /> isn't it <overlap /> (er) yeah . yeah . they . they were . (GA) 0 \$a\$ young family with . (er) one child . (eh) she was . two years ol	specific	specific/CS
35	p /> yeah (er) in . recent years I've . (er) followed . (er) more (GA) the[i:] \$0\$ Anglophone <A> ok (er) films rather than (GA	specific	zero
36	re (GA) the[i:] \$0\$ Anglophone <A> ok (er) films rather than (GA) the \$0\$ Czech ones but when I (???) have time I . I . I . <A> <	specific	zero
37	in Canada . because (erm) . for example when (eh) we were driving (er) on (GA) 0 \$the\$ highway . they had these (er) . signs and there was (erm) <lip	specific	anaph/indir
38	can see (erm) . well I went to Toronto and (erm) you can see (erm) . (GA) the \$0\$ European influence there . because some some of the buildings	specific	zero
39	the rest of India you know we suffered from the heat it was in (GA) 0 \$the\$ summer <A> yes and for us it was it	specific	sporadic
40	tant sightseeing places and stuff . and: then we went to the south to (mm) (GA) 0 \$the\$ Himalayas <A> (mhm) to the (eh) to the . mountai	proper	proper
41	> and: then we felt you know . there was he= headache and: . I I think (GA) a \$0\$ lo= low blood pressure . I can't imagine but I felt like	generic	zero
42	and east I would say <A> (mhm) and: there was (eh) (GA) 0 \$a\$ great experience waiting for us as well . because (eh) we we had	specific	specific
43	= nothing I would want to spend a night in and they have to spend (GA) the \$their\$ whole (GNN) life \$lives\$ there <A> right so	specific	the/poss
44	as well <A> right but: it was nice because we had (GA) 0 \$a\$ gorgeous (XNPR) view on \$view of\$ (GA) 0 \$the\$ Himalayas . and s	specific	specific
45	: it was nice because we had (GA) 0 \$a\$ gorgeous (XNPR) view on \$view of\$ (GA) 0 \$the\$ Himalayas . and stuff like that and <A> did you fly dire	proper	proper
46	's just just the slum . and: . Varanasi is also difficult to: to call it (GA) 0 \$a\$ city because it is just . just the river and some things strange	specific	non-specific
47	. wonderful and the people there are so relaxed and if you see them . in (GA) one \$a\$ river they are able to: . (eh) to bath to clean . to: .	specific	one/a
48	river . you: will not have to go through reincarnations again so there is (GA) 0 \$a\$ whole philosophy connected to that <A> did you go in the	specific	specific
49	that people keep making all the time . (eh) it really depends on (GA) 0 \$the\$ nationality and (eh) ma= (GDI) lot of \$a lot of\$ other things	specific	situ/large
50	/> I see yeah <A> right because there is just (GA) 0 \$the\$ possibility to study it as one subject <A> (mhm) 	specific	cataphoric
51	I'm not as fascinated by them as . the differences in . people . and in: (GA) the \$0\$ society <A> . right . as general as it sinds= so	generic	zero

52	a . means . something different in . the . west or . here . <overlap /> in (GA) 0 \$the\$ Czech Republic <A> <overlap /> can you say something about	proper	proper
53	was as (er) . <lip sound> . it has to change change the[i:] earth or . (GA) the \$0\$ society and . i= it I think it's quite interesting to to:	generic	zero
54	seen the . (eh) Lord of the Rings as a kind of escape from . from (GA) the \$0\$ life yeah it's a fantasy about a . completely different world	generic	zero
55	> people and . maybe they really see it as a way of escaping from (GA) the \$0\$ reality and . from all the[i:] problems and troubles of one's	generic	zero
56	he (eh) film music which is also quite interesting now when we're watching (GA) 0 \$a\$ movie we think about it and . and even examine each other whethe	specific	non-specific
57	. also Schindler's List . yeah so so: (erm) it's for me it's (GA) a \$an\$ important part of the . of the movie as well yeah to	specific	a/an
58	. or sculptors (mhm) (mhm) (er) <X> from (LSP) from \$as regards\$ (GA) the \$0\$ Renaissance I like Sandro Botticelli . yeah because it's the[i]	proper	zero/proper
59	wild yeah I so so I was very impressed . and also because I'm (GA) the \$a\$ huge (er) Lord of the Rings fan . I would like to	specific	specific/CS
60	ling and diving in general started and I was always fascinated with . (er) (GA) the \$0\$ underwater wildlife which at that time was very rich . (er) in	generic	zero
61	. (er) . and it was in the dark and we couldn't . we: it was (GA) a \$0\$ really difficult because we almost missed the ship . (er) and th	NO NOUN	
62	a movie . based on the novel by Jane Austen . and it's basically about (GA) the \$a\$ family . (Z) who is called \$called\$ the Bennets . who who is .	specific	specific
63	oblem in the end . it doesn't matter . anymore because . <starts laughing> (GA) the \$0\$ love is more important <stops laughing> it seems .. and: . why	generic	zero
64	ore \$prefer\$ the version of I don't know . two thousand and five . because (GA) the \$0\$ Matthew Macfayden . really looks different (LSP) in \$at\$ the b	proper	zero/proper
65	uistic <overlap /> side <overlap /> yeah I love Jane Austen but . (GA) the[i:] \$0\$ English that was the reason . (GPR) that \$why\$ I am here <	generic	zero
66	where does she teach what does she teach well she teaches at (GA) the \$a\$ grammar school . well . I used to go there to the . to	specific	specific
67	beginnings I think it was . a good beginning and it's important to have . (GA) the \$a\$. good start <A> (mhm) then it got worst	specific	non-specific
68	t it doesn't . look like her anymore because she is actually . frowning in (GA) the[i:] \$0\$ reality . so . she eventually shows it to her friends . an	generic	zero
69	it seems that she is quite satisfied . that she looks . prettier than . in (GA) the \$0\$ reality <A> (mhm) . do they tell her the truth or don'	generic	zero
70	at home but . I . don't . like the[i:] atmosphere which is . on at (GA) the \$0\$ concerts <overlap /> usually . because (WM) 0 \$there are\$ too	generic	zero

71	here they were starring . so . I can have some . thing to watch . during . (GA) 0 \$the\$ Christmas break <A> (mhm) (erm) . other reason w	specific	sporadic
72	. (erm) so . (er) but it took me a while to get into it because . (GA) 0 \$the\$ first hour I was thinking well . <lip sound> do I like that	specific	logical
73	view on America <A> (mhm) it was . it was written in (GA) 0 \$the\$ nineteen nineties wh= where . homosexuality was quite . (mm)	specific	situ/large
74	there are (erm) . other there is (eh) (GDT) other \$another\$ couple . (eh) (GA) 0 \$a\$ man and wife . <lip sound> and the man . actually realizes he do	specific	specific
75	in English . here . and I am grateful for that because (eh) . it it's (GA) an \$0\$ amazing input we get here <A> (mhm) (mhm) and	specific	zero
76	happen in the future . but . I wish I had some . I wish I had (GA) 0 \$a\$ chance to . (er) work with English <A> (mhm) okay 	specific	specific
77	ng the the winter season . <lip sound> she (GADVO) has even \$even has\$ the (GA) the \$0\$ skis . (er) on her . legs even on the stage like <A>	specific	zero/pl
78) she doesn't really . like her so much . and . (erm) . it's (GA) a \$0\$ rather . something compulsory for for for Hel= Helena so . it's	NO NOUN	
79	second one is is . looks like a . a . a portrait you can . spot in (GA) the \$0\$. todays' magazines like the the the models the very . (er) .	generic	zero
80	ring (er) . a pretty dress and he and he starts painting but after about . (GA) 0 \$a\$ half an hour he . has to (er) go . to the bathroom <	specific	one
81	o (GNN) experience \$experiences\$. in my life which (er) taught me . quite (GA) 0 \$a\$ good lesson so I I (GVT) decided \$have decided\$ to . talk about	specific	specific
82	and (er) . I know my mother she is really caring . so it was quite (GA) 0 \$a\$ shock (WRS) also \$0\$ for her . and . this . this experience taug	specific	specific/CS
83	e next thing . and it would (er) (GVAUXC) cause \$have caused\$ me like (er) (GA) 0 \$a\$ really bad injury not (LP) not to die \$a fatal one\$ but	specific	non-specific
84	t my hand or . (GVM) get \$got\$ really severely injured . (GVM) lose \$lost\$ (GA) 0 \$a\$ couple of fingers and so on so maybe it was . this experience	specific	non-specific
85	I've never it's quite ironic but I have never been to: to (GA) the[i:] \$0\$ England or to London <A> (uhu) as a student of	proper	zero/proper
86	. more (LS) needed \$useful\$. but on the[i:] other hand . as I live in (GA) 0 \$the\$ Czech Republic (GA) the \$0\$. Germany . is (eh) . is (er) much	proper	proper
87	\$. but on the[i:] other hand . as I live in (GA) 0 \$the\$ Czech Republic (GA) the \$0\$. Germany . is (eh) . is (er) much closer to us so to: (mm) .	proper	zero/proper
88	tool yes (mhm) <overlap /> yes yes . yes and it's (GA) 0 \$a\$ great tool so: <A> (mhm) <A> as as regards your	specific	specific/CS

89	linguistics <A> (mhm) (er) . because I really like to (DTG) (GA) (LPF) look into the depth (er) of the language \$eplore language in dep	generic	zero
90	> and to know (er) a lot of about the (er) the themes in (GA) the \$0\$ syntax and morphology and so on <A> yes yes 	generic	zero
91	is and that (er) I actually found out that . (er) I am able to (GA) 0 \$a\$ certain level to understand (er) everything which were which (er)	specific	specific
92	so: <A> right (er) but on the[i:] other hand the (GA) the \$0\$ literature is like more demanding . (er) because (er) . in the	generic	zero
93) which is not <starts laughing> great <stops laughing> great for (GA) the \$0\$ student life <A> (mhm) but somehow I always mana	generic	zero
94	> yes but (eh) as I said it's more distant future like in (GA) 0 \$the\$ forties fifties and (eh) and (eh) . naturally I have to (er) e	specific	situ/large
95	not (er) something which I would like to do . <X> for the rest of (GA) the \$my\$ life unfortunately <A> perhaps as part of a larger <over	specific	the/poss
96	was (eh) the movie Graduate <A> (mhm) (eh) a movie from . (GA) 0 \$the\$ sixties (er) starring Dustin Hoff=Dustin Hoffmann <A> yea	specific	situ/large
97	<laughs> and (eh) as for the movie .. (er) . it (eh) got (eh) (GA) 0 \$an\$ Oscar . (er) but . anyway . (eh) I think (eh) it . it is a	specific	specific
98	n a relationship (em) .. <lip sound> they spend (er) most of their time in (GA) a \$0\$ bed (em) . and (er) . he starts to feel uncomfortable about that	specific	zero/sporad
99	stuff .. (em) . really I I don't remember whether he decides to (DTG) (LS) (GA) enter the university \$get into university\$ but I think so that . his p	specific	zero/sporad
100	I I think <A> </ overlap> right I see he (DTG) (LS) (GA) enters the university \$gets a place at university\$ as well </S> <	specific	zero/sporad
101	joy reading definitely (er) I read a lot . (em) and I listen (DTG) (GADVO) (GA) a lot to the music \$to music a lot\$.. occassionally I . go to	generic	zero
102	at (er) Amanda Palmer's show here in Prague . and it was great (er) . (GA) 0 \$the\$ tickets were pretty expensive but she was great she is a: real	specific	anaph/indir
103	weeks ago or so and . <lip sound> went to: to a concert (er) of (GA) 0 \$a\$ Czech ska group <A> (mhm) (eh) with my sister	specific	specific
104) and we enjoyed it a lot (er) . not . not that much (eh) . (GA) 0 \$the\$ movies . (eh) rather (GA) a \$the\$ theatre <A> (mhm) 	specific	sporadic
105	a lot (er) . not . not that much (eh) . (GA) 0 \$the\$ movies . (eh) rather (GA) a \$the\$ theatre <A> (mhm) I even have a . <lip	specific	sporadic
106	and the . second attempt .. (eh) . the model . (er) was wearing . (GA) 0 \$a\$ dark dress (eh) (LSP) on \$in\$ the painting . (em) . light . and	specific	specific

107	he native speakers really found it very very hard to read Paradise Lost in (GA) 0 \$the\$ original . so that was sort of comforting but anyway I still f	specific	logical
108	all about Renaissance <A> right that's right but there . was (GA) 0 \$a\$ certain limited number of subjects I could officially take and t	specific	specific
109	is . all the periods at the B A level you have got even linguistics (GA) the[i:] \$0\$ American literature and (GA) the[i:] \$0\$ English literatur	generic	zero
110	vel you have got even linguistics (GA) the[i:] \$0\$ American literature and (GA) the[i:] \$0\$ English literature while in Britain . they tend to focus a	generic	zero
111	cultures . and . what (WO) do they eat \$they eat\$ in I don't know (GA) 0 \$the\$ Netherlands or . or so on so . I really enjoyed this year and	proper	proper
112	example so that was pretty much fun . and every week we (erm) . we had (GA) a \$0\$ classroom meetings . and or homeroom meetings <A> (mhm) 	specific	zero
113	h) yeah I think actually (eh) because I went there . I . <lip sound> . got (GA) the \$a\$ scholarship to Iowa <A> (uhu) but it was	specific	specific
114	ght coz experiencing like the language <A> (mhm) in (GA) 0 \$the\$ USA is <X> of course different and . of course culture and lan	proper	proper
115	a country I <X> really . fell in love with I would say I spent (GA) an \$0\$. eight months (em) (LSP) in \$0\$ there . that was (er) four yea	specific	zero/pl
116	good he's very good at grammar . and you can tell that . he has (GA) an \$0\$ (XNCO) experience concerning (em) learning \$experience 0 learni	generic	zero
117	home for me . and I went to a local high school . which was (eh) . (GA) a \$0\$ quite peculiar because (eh) it was a it was of course (eh) (NO NOUN	
118	(eh) (eh) a Texan high school but a public high school and it was (GA) the \$0\$ central Texas so about eighty percent of the people were Hispa	proper	zero/proper
119	't have to retake the school year I had to pass . (em) . exams like (GA) a \$0\$ make-up exams <overlap/> or something (em) <A> <overlap/> o	specific	zero/pl
120	natural right yes but but they very much liked (eh) (eh) the (GA) the \$0\$ Czech Czech (LS) food \$cuisine\$ so <overlap/> <starts laughig	generic	zero
121	Dogville <A> (mhm) (erm) it's interesting in: both ways in (GA) a \$its\$ form . and also in (GA) a \$its\$ content <A> (mhm) </	specific	a/poss
122) it's interesting in: both ways in (GA) a \$its\$ form . and also in (GA) a \$its\$ content <A> (mhm) because it takes place in	specific	a/poss
123	> <A> (mhm) because it takes place in a . drama stage on (DTG) (GA) (LS) drama \$a theatre\$ stage <A> <overlap /> right <over	specific	specific
124	also the sound is edit= (erm) or the sound seemed to be played from (GA) the \$a\$ (LS) recorder \$recording\$ so for example . <A> right 	specific	specific

125	of combination <A> (mhm) (mhm) but it was intended to be (GA) 0 \$a\$ philo= philological <A> (mhm) course <A> (mhm)	specific	specific
126	you finding it actually . is it is it difficult or (er) for (GA) a \$the\$ first time in my life I've got a feeling that	specific	logical
127	nd <A> right <overlap /> okay .. okay right <overlap /> just (GA) 0 \$the\$ end of the course <A> and (er) (er) . you what you'	specific	cataphoric
128	he majority \$most\$ of . the city and it . its its architecture so we . saw (GA) 0 \$the\$ Colosseum and (GA) 0 \$the\$ Pantheon and and so on and I was	proper	proper
129	city and it . its its architecture so we . saw (GA) 0 \$the\$ Colosseum and (GA) 0 \$the\$ Pantheon and and so on and I was really (er) . really impresse	proper	proper
130) . but . I I can say that in two days we (GVT) have seen \$saw\$. (GA) the \$0\$ most of it . really <overlap /> really <A> <overlap /> ri	generic	zero
131	B> and: (er) <A> (mhm) . through (LP) the majority \$most\$ of (GA) 0 \$the\$ city and (eh) <A> (mhm) really in in two	specific	anaph/dir
132	> yeah I I just remember I was kind of disappointed (er) by visiting (GA) 0 \$the\$ Vatican <A> (mhm) <overlap /> (mhm) <overlap />	proper	proper
133	0 \$the\$ Vatican <A> (mhm) <overlap /> (mhm) <overlap /> and (GA) 0 \$the\$ Vatican museums it's really I I was really looking forward to	proper	proper
134	to say it (erm) the (LSF) dome \$cathedral\$ <A> (mhm) in (GA) 0 \$the\$ Vatican and there was this huge queue and we were right <	proper	proper
135	stops lauhing> I was <A> (uhu) really really disappointed by (GA) 0 \$the\$ Vatican <A> (uhu) really <A> (uhu) (uhu) </	proper	proper
136	from well . it's a good question (erm) . basi= (eh) it is (GA) 0 \$a\$ really funny story because (erm) my English teacher was really h	specific	specific/CS
137	(GVT) motivate \$motivated\$ me a lot and then I (eh) (er) had lessons with (GA) 0 \$a\$ native speaker (GVT) who's motivated \$who motivated\$ me even mor	specific	specific
138) . (erm) . when you want to (XVPR) apply to \$apply for\$ a job (eh) at (GA) 0 \$a\$ language school <A> right they always want to see	generic	indefinite
139	version of you another (er) beautified version of you . yeah so so that's (GA) 0 \$the\$ morale that I see in it <A> (mhm) and	specific	cataphoric
140	 <overlap /> (em) I . I (GVT) decided \$have decided\$ to talk about (GA) the \$a\$ country which impressed me <A> right and (em)	specific	specific
141	to be one of the strictest states <A> (mhm) in the (GA) the \$0\$ Arabia and (em) it was (er) it was really funny as there	proper	zero/proper
142	with it did he eat the bottle (er) he hid it in (GA) the \$a\$ towel and then when we were on the beach he threw	specific	specific

143	me something about it (em) my dad needed to move away from (GA) 0 \$the\$ Czech Republic for work so when I was (er) in grade school (proper	proper
144	recreational and I (er) I was part of a poi club (LSP) in \$at\$. (GA) 0 \$the\$ English College <A> (uhu) (uhu) that\x92s interesting so	proper	proper
145	the juggling with the[i:] (er) no it\x92s not like (GA) a \$0\$ juggling it\x92s . as if you had . (GA) 0 \$a\$ sock and	NO NOUN	
146	\x92s not like (GA) a \$0\$ juggling it\x92s . as if you had . (GA) 0 \$a\$ sock and on the end a ball and you just . kind of	specific	non-specific
147	> <overlap /> (mhm) (erm) (erm) well it didn't improve and we had (GA) 0 \$a\$ huge fight I hate fights I don't fight with <overlap /> people <	specific	specific
148	I didn't have (er) (eh) wifi on my phone I didn't have (GA) 0 \$a\$ computer <overlap /> no internet connection <A> <overlap /	specific	non-specific
149	about vampires but also it\xB4s supposed to be rather (er) probably like (GA) 0 \$a\$ cultural film about culture and literature and (er) about how it	specific	specific/CS
150	\x92ll try to find a job (er) or I I go and do (GA) 0 \$a\$ master\x92s degree (eh) like (LP) present studies \$as a taught	specific	specific
151	her I don\x92t know when I was eighteen (eh) I was at (GA) the \$0\$ grammar school <A> (mhm) and (eh) . in our Germa	specific	zero/sporad
152	met there again <A> (mhm) (eh) . and this time it was (GA) 0 \$an\$ international camp <A> (mhm) in English .. <lip	specific	specific/CS
153	> <A> (mhm) even though (eh) I like it only when I hear (GA) the \$0\$ native speakers <A> (mhm) because it . then it s	generic	zero
154	I don\x92t remember it but it\x92s something about (DTG) (LP) (GA) 0 \$the\$ sixties and seventies (eh) of the twentieth century \$the nine	specific	situ/large
155	those games . except for like two so I would say it really gives me (GA) 0 \$the\$ opportunity to . I would say explore myself from on= on differ	specific	cataphoric
156	. I would say teaching them a lesson . that even though there's sort of (GA) 0 \$a\$ thing . tha= that is difficult . they always get to win . someh	specific	specific
157	> (mhm) (mhm) so we try to teach them that working . living in (GA) the \$0\$ nature with nature <A> (uhu) (uhu) because they	generic	zero
158	studies so: . I kind of didn't make it because I was thinking about (GA) 0 \$an\$ art school <A> (mhm) that was like my big	specific	non-specific
159	> (mhm) that was like my big dream since I don't know (GA) 0 \$the\$ fifth grade <overlap /> to go for art to go to (GA) 0 \$an\$	specific	logical
160	't know (GA) 0 \$the\$ fifth grade <overlap /> to go for art to go to (GA) 0 \$an\$ art school <A> <overlap /> right right but I didn	specific	non-specific
161	arents always said . that great Czech artists no one actually (DTG) (XVPR) (GA) went for art school \$went to an art school\$ <A> right <	specific	non-specific

162	angry because (erm) it was like looking in the mirror in the morning after (GA) 0 \$a\$ very long night . so she wasn't pleased because that wasn't	specific	non-specific
163	> which (eh) really changes (eh) (eh) (eh) a face . and the dress is (GA) 0 \$the\$ same the chair is (GA) 0 \$the\$ same . but . yeah it's basica	specific	logical
164) (eh) (eh) a face . and the dress is (GA) 0 \$the\$ same the chair is (GA) 0 \$the\$ same . but . yeah it's basically the face that he changed <ov	specific	logical
165	birthday\$ when I was there so then she was ten . (em) yeah it was (GA) 0 \$a\$ really: . interesting experience for me to be an au pair is on	specific	specific/CS
166	that you have a place to stay at that you have . that you have . (GA) 0 \$a\$ family there you live with the family <A> (mhm) 	specific	specific
167	(XADJCO) used to have . organize \$used to organizing\$ my time according to (GA) 0 \$the\$ things I want to do and this was <A> right <	specific	cataphoric
168	wanted to go there mainly because of the: things you can do there . so . (GA) 0 \$the\$ first three months I . I went to the . famous famous places a	specific	logical
169	the whole weekend at (er) Canary Wharf <A> (mhm) there was (GA) a \$an\$ open air jazz festival so I was sitting there from the	specific	a/an
170	was the hardest thing that you had to play (mm) I remember (GA) 0 \$a\$ Chopin nocturno <A> (mhm) I really studied the th	specific	specific
171	I come\$ from <foreign city> Nachod </foreign city> <A> (uhu) (GA) 0 \$a\$ small town in the[i:] eastern . Bohemia <A> <XX> it's	specific	specific
172	will be different again and that I will <X> want to to live in (GA) 0 \$a\$ small town <A> (mhm) but . not now <A>	specific	non-specific
173	time yes for two three years but not the whole life I'm quite (GA) 0 \$a\$ patriotic <starts laughing> person I <stops laughing> like (GA)	specific	specific/CS
174	ite (GA) 0 \$a\$ patriotic <starts laughing> person I <stops laughing> like (GA) 0 \$the\$ Czech Republic <A> right and I have . friends h	proper	proper
175	the\$ Czech Republic <A> right and I have . friends here and (GA) 0 \$a\$ family and (GA) 0 \$a\$ boyfriend <laughs> <A> (mhm) (mhm)	specific	specific
176	> <A> right and I have . friends here and (GA) 0 \$a\$ family and (GA) 0 \$a\$ boyfriend <laughs> <A> (mhm) (mhm) and (eh) could you actu	specific	specific
177	member one day I spent five hours in public transport it's just ridiculous (GA) the \$0\$ travelling there <A> (mhm) (mhm) and (eh) did you actuall	NO NOUN	
178	 Brighton Canterbury I especially enjoyed the time in Canterbury it is (GA) 0 \$a\$ beautiful town <A> (mhm) (mhm) (mhm) . okay that's nice to	specific	specific/CS
179	(eh) . that was that was (eh) (eh) actually also very nice we were just (GA) the \$0\$ pupils at (eh) at a high school and .. (eh) again they were	specific	zero/pl

180	tnessed there was . (eh) that at the . one of the . mountains (eh) . on on (GA) a \$the\$ top of one (er) there was a group of musicians who	specific	cataphoric
181	okayI have to te= I have I have to say this it was just (GA) a \$0\$ (LS) secretary \$secretarial\$ work . <A> (mhm) and	generic	zero
182	but I re= <stops laughing> I really think that (er) it is it is (GA) 0 \$a\$ hard job <laughs> .. <A> (mhm) (mhm) it could not	specific	specific/CS
183	yeah like . I went to Kiev . which is <A> (mhm) actually (GA) 0 \$a\$ very nice city . (er) well . I don't know if it still	specific	specific/CS
184	> I do go to like the gym class that <A> (mhm) (GA) 0 \$the\$ university offers but <A> (mhm) and one last thing . you'	specific	situ/large
185	't know when <A> (mhm) . so I I I'm just (GA) 0 \$a\$ very casual larper <laughs> </F> <P> <A> right okay . okay	specific	specific/CS
186	technical quite a technical (LS) terms \$term\$ it's called it's called (er) (GA) the \$0\$ live action role playing .. and (eh) . I like to describe it a	generic	zero
187	and they get (eh) take costumes . and then they meet and they fight . with (GA) the \$0\$ wooden weapons <A> (mhm) . (uhu) most of them	specific	zero/pl
188	ght <overlap /> and we want to try <overlap /> to offer this to (GA) the \$0\$ students because . many young people like to play computer gam	generic	zero
189	ore suitable for me <A> (mhm) because the family is really (GA) 0 \$a\$ priority for me <A> (mhm) and .. I don't	specific	specific/CS
190	(eh) (GVT) Ix92ve \$I had\$ never really (eh) gotten into contact with (GA) the \$0\$ Irish English <overlap /> the Irish accent <A> <overlap /	generic	zero
191	 well no (er) we\x92ve got . two departments one is <overlap /> (GA) 0 \$the\$ department of (GA) the \$0\$ literature and (er) it\x92s the 	specific	sporadic
192	\x92ve got . two departments one is <overlap /> (GA) 0 \$the\$ department of (GA) the \$0\$ literature and (er) it\x92s the <A> <overlap /> (mm) (mhm)	generic	zero
193	ication is . here <overlap /> just around the corner . so <laughs> it\x92s (GA) 0 \$a\$ (LS) <foreign> kompromis </foreign> <A> <overlap /> right r	specific	specific
194	 <A> <overlap /> (uhu) <overlap /> and it was I think it was (GA) 0 \$a\$ great impression <A> (uhu) and they used . (er) th	specific	specific/CS
195	erlap so <A> <overlap /> (mhm) (mhm) . we for example we had (GA) the \$0\$ phonetics <overlap /> (er) at the English . (er) studies 	generic	zero
196	. I don\x92t know if I could . if I could do that for . (GA) 0 \$the\$ whole of my life <overlap /> and if I could <A> <overlap	specific	logical
197	fe <overlap /> and if I could <A> <overlap /> (mhm) teach at (GA) the \$0\$ secondary schools because I . when I m= when myself when I was	generic	zero

198	t sec= secondary schools I (er) just . had . (GDI) some \$an\$ argument with (GA) 0 \$the\$ other students because I just . couldn\x92t understand <starts	specific	anaph/indir
199	now even . when the . topic is extremely interesting . (er) listen . to: . (GA) 0 \$a\$ person\x92s . talking for one hour and (GA) 0 \$a\$ half without (generic	indefinite
200	ng . (er) listen . to: . (GA) 0 \$a\$ person\x92s . talking for one hour and (GA) 0 \$a\$ half without (eh) any activity from your from your own is extrem	specific	one
201	/B> <A> <overlap /> (mhm) (mhm) to stand there and just talk for (GA) 0 \$a\$ half an hour <overlap /> and I I <A> <overlap /> right 	specific	one
202	 (er) I think (GPP) 0 \$they\$ must be used to that . because in (GA) 0 \$the\$ past (er) often the painters (er) changed the (er) .. the look	generic	ADJ/N
203	and you've chosen a topic have you . yes I have chosen (GA) the \$a\$ topic and actually I was thinking . about two of them <	specific	specific
204	 . it was a literary (eh) analysis <A> (mhm) of (GA) 0 \$a\$ Czech translation . of one (er) . of the last (er) . novel . by	specific	specific
205	y deal with (eh) . Spanish . (er) (FM) realias \$life\$. or they are set in (GA) 0 \$a\$ Spanish . background or environment . so . and this (eh) this is	specific	specific
206	at <starts laughing> . it's more <stops laughing> difficult to: . to learn (GA) 0 \$a\$ foreign language when you are older <A> (mhm) at	generic	indefinite
207	at a basic school are you crazy . <laughs> you will be . like dead in (GA) 0 \$the\$ first year . and I said because it's . the I think the	specific	logical
208	. (er) these women (erm) . <lip sound> (eh) were . (er) the guards in (er) (GA) the \$some\$ Jewish concentration camps <A> (mhm) . or . i	specific	the/some
209	.. well (erm) . <lip sound> . (eh) (erm) he . he's interested in . (er) . (GA) the \$0\$ university education and . (erm) . various vari = the various	generic	zero
210	the third picture . (er) the artist .. (er) . paints . (eh) the woman for (GA) 0 \$the\$ second time . probably . I don't think it's . another woman .	specific	logical
211	 yes I would definitely (er) . want to study in the master for (GA) the \$a\$ (GNC) master \$master's\$ degree . (er) but I'm not sure	specific	specific
212	n\$ hear the voices of the characters because they speak (eh) through (DTG) (GA) 0 \$a\$ (GNN) microphone \$microphones\$. but: (er) when there is some ac	specific	specific
213	> . yeah . but . of course by the[i:] end by the[i:] end (DTG) (XNPR) (GA) \$of the\$ movie really (er) (mm) I I I think it shows its	specific	anaph/dir
214	bildung story <overlap /> yeah yeah yeah yeah definitely (GA) 0 \$a\$ bildung story so so that's (mm) in this respect (eh) I	specific	specific/CS
215	production (erm) Hollywood productions were basically (mm) I: go and see . (GA) the \$0\$ European movies or the[i:] I I especially like old movies so	generic	zero

216	. yeah yeah basically <A> (mhm) basically it was the fifth . (GA) a \$the\$ fifth grade I I don't know I was about nine	specific	logical
217	s not that (er) which is not that (eh) immediately (eh) necessary the (eh) (GA) the[i:] \$0\$ English seemed to me really som= something something that	generic	zero
218	(eh) you've chosen a topic to speak about I've chosen (GA) 0 \$a\$ topic a film that I really enjoyed <A> (mhm) okay <	specific	specific
219	ruto </foreign> . the road of ninja . and (eh) it's actually . (em) like . (GA) 0 \$an\$ addition to (GA) 0 \$the\$ Japanese <foreign> anime </foreign> se	specific	specific/CS
220	ad of ninja . and (eh) it's actually . (em) like . (GA) 0 \$an\$ addition to (GA) 0 \$the\$ Japanese <foreign> anime </foreign> series <A> (uhu) 	specific	anaph/dir
221	m) (mhm) . <lip sound> (er) . on the other hand (eh) his friend . (GA) 0 \$a\$ girl named <foreign> Sakura </foreign> . (eh) she's arguing with	specific	specific
222	> . (eh) she's arguing with her parents a lot <A> (mhm) (GA) 0 \$a\$ (GWC) really \$real\$. teenager <A> <overlap /> (mhm) <	generic	indefinite
223	acter is very different . than they usually are <A> (mhm) so (GA) 0 \$a\$ girl (GPR) which \$who\$ is normally very shy . is now very (em)	specific	specific
224	> and the one boy has a special (eh) vision <A> (mhm) (GA) 0 \$a\$ special set of eyes . so he is able to see through (er)	specific	specific
225	B> because for myself I can . really like (er) . <lip sound> really . feel (GA) the \$0\$ <foreign> Naruto's </foreign> pain . of . losing his parents <	generic	zero
226	<overlap /> and <A> <overlap /> (mhm) . now suddenly he has (GA) the \$a\$ mother and . it's not his mother after all it's <	specific	specific
227	something in the films so <A> right . you know it's . (GA) 0 \$a\$ fan service for girls as well not for <overlap /> only for the	specific	specific/CS
228	/B> <overlap /> yeah really. even (LSP) in \$at\$ our school . I went to (GA) 0 \$a\$ <foreign> gymnxEIzium </foreign> <A> (mhm) even	specific	specific
229	> <A> (mhm) instead of I think <A> right and (GA) 0 \$the\$ teacher didn't tell them anything <A> yeah (uhu) <A>	specific	anaph/indir
230	I found out that . it can be actually . (er) it can be actually dis= (GA) 0 \$a\$ disadvantage <A> (mhm) . to sound that good becaus	specific	specific/CS
231	it <laughs> (em) I'm gonna study (er) . how the tempo of (GA) the \$0\$ speech <A> (uhu) influences the listeners . (er)	generic	zero
232	 . I think that's I'm not sure about the tempo of (GA) the \$0\$ speech but maybe yes <A> (mhm) I'm gonna	generic	zero
233	well the second job is what (erm) the second one is (er) (GA) 0 \$a\$ receptionist in a . hotel <A> right okay so do you actually	specific	non-specific

234	> <A> (mhm) and (eh) we rented cars (erm) and really . did . (eh) (GA) 0 \$the\$ whole circle because there's a . there's a highway well if	specific	logical
235	lap /> (mhm) (mhm) so . (eh) everything magic and we also went to (GA) the \$a\$ witchcraft museum <overlap /> and they had . these (eh) . what	specific	specific
236	y (eh) . they are trying to . go back to (er) the historical patterns that (GA) the \$0\$ Icelandic music had <A> (mhm) . so they sing a	generic	zero
237	(er) . gain enough money from that . but (er) . I think that happens in . (GA) 0 \$a\$ minority of cases <A> (mhm) (mhm) so what subject might tha	specific	specific
238	you're so brilliant you'll speak . I don't know if there's (GA) a \$0\$ group work . you will speak on behalf of the[i:] entire group	generic	zero
239	I haven't no is it a Czech play yeah it's (GA) 0 \$a\$ Czech <overlap /> play <A> tell me about it well	specific	specific/CS
240	> yeah <overlap /> on= <A> <overlap /> okay only (DTG) (LSP) (GA) on the \$at 0\$ Christmas <A> so you've been five years in	proper	proper
241	> and: . <A> <overlap /> what happened well they take you by (GA) 0 \$the\$ hand on the stage . yeah and you <overlap /> have to sing some	specific	body
242	.. depends because my brother he doesn't really eat fish so . we've got (GA) a \$0\$ carp and a: .. like (GA) a \$0\$ (LS) roasted \$roast\$ carp and a	specific	zero/sporad
243	't really eat fish so . we've got (GA) a \$0\$ carp and a: .. like (GA) a \$0\$ (LS) roasted \$roast\$ carp and a very thick chicken breast with .	specific	zero/sporad
244	\$tries\$ to make her look . a bit nicer .. so: (DTG) (Z) he . paints her (GA) 0 \$a\$ much (GADJCS) beautiful \$more beautiful\$ face \$he makes her face	specific	specific
245	't it yeah <overlap /> yeah her hair is different . she's got (GA) 0 \$a\$ nicer hairstyle she's more put together .. well . and then after	specific	specific
246) but I I I was on the[i:] on the tour of (GA) 0 \$the\$ Globe <A> (uhu) also there's (eh) (GA) 0 \$the\$	proper	proper
247	tour of (GA) 0 \$the\$ Globe <A> (uhu) also there's (eh) (GA) 0 \$the\$ Rose Theatre nearby <overlap /> I don't <A> (mhm) 	proper	proper
248	know <X> <A> (mhm) yeah yeah but it it that was (GA) 0 \$an\$ even more interesting experience I think because (eh) of the fa	specific	specific/CS
249	he environment they were because you know we took them for like completely (GA) the \$0\$ full time they were like (GA) the \$0\$ full time with us so:	generic	zero
250	now we took them for like completely (GA) the \$0\$ full time they were like (GA) the \$0\$ full time with us so: if they (GVTC) stayed \$had stayed\$ over	generic	zero
251	there and in the place where they were so they would <X> probably become (GA) a \$0\$ members of (GNN) gang \$gangs\$ and they would be killed like (LSP	specific	zero/pl
252	> (erm) <A> so I was in the class where we (LS) got \$did\$ (GA) the \$0\$ biology I would probably prefer (GA) the \$0\$ history more but	generic	zero

253	class where we (LS) got \$did\$ (GA) the \$0\$ biology I would probably prefer (GA) the \$0\$ history more but . in my year we (LS) got \$had\$ got (GA)	generic	zero
254	prefer (GA) the \$0\$ history more but . in my year we (LS) got \$had\$ got (GA) the \$0\$ <overlap /> biology as an option <A> <overlap/> (uhu) (uh	generic	zero
255	beers you know and wine and things like <A> (uhu) all (GA) the \$0\$ other people do <A> (mhm) but yes it\x92	generic	zero
256	> but yes it\x92s actually I as I\x92m really passionate about (GA) the \$0\$ languages so I really like to concentrate on it more so <	generic	zero
257	koin\xE9 which is <A> yeah not so difficult because . from (GA) the \$0\$ classical Greek like (GA) the \$0\$ Plato\x92s language <A>	generic	zero
258	 not so difficult because . from (GA) the \$0\$ classical Greek like (GA) the \$0\$ Plato\x92s language <A> (mhm) or (GA) the \$0\$	generic	zero
259	Greek like (GA) the \$0\$ Plato\x92s language <A> (mhm) or (GA) the \$0\$ Aristoteles\x92 language you know its (erm) (GADVI) little bit	generic	zero
260	> <A> (mhm) in Greek Aristoteles is a different chapter it\x92s (GA) 0 \$a\$ completely different thing <A> (uhu) (uhu) so it\x	specific	specific/CS
261	. (er) where does that come from well actually . that\x92s quite (GA) 0 \$an\$ interesting story because when I was at elementary school I did	specific	specific/CS
262	told me like that because I said I (GVTA) want \$wanted\$ to go to (GA) 0 \$a\$ gymnasium <XX> with focus on English you know and she said like	specific	non-specific
263	> well as I already told you at the examination I would like to do (GA) the \$0\$ philosophy but as I as I say and it\x92s very	generic	zero
264	how it works and that\x92s quite important when you want to read (GA) the \$0\$ philosophical writings <A> yes because what was	generic	zero
265	Dahl . (eh) and . it was filmed in . the first version was filmed in about (GA) 0 \$the\$ nineteen sixties but <overlap /> I actually <A> <overlap	specific	situ/large